

3. Training camp III: Working with model texts

3.1 Working with model texts – awareness & fluency activities: Aufgabe 1

Aufgabenstellung: „Against the background of the Civil Rights Movement point out what Martin Luther King, Jr. says he dreams of in the extract.“

Reconstructions – jumbled sentences

Text 1:

- a) He also dreams that places like Mississippi, where injustice and oppression rule, will become places of freedom and justice.
- b) He describes a world where the colour of the skin doesn't affect the behaviour of people towards a person, as it still does in the USA in the 1960s.
- c) He dreams of a world where „the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood“.
- d) He wishes that his children will live in a nation where they will be judged by their character only and not by the colour of their skin.
- e) Martin Luther King Jr. gave his famous speech „I have a dream“ at the end of a long demonstration in 1963.

Text 2:

- a) For himself, King dreams of a state in which his children are able to live without prejudice against the colour of their skin, namely a state in which racism has no place.
- b) For the state of Mississippi, he dreams of the ending of oppression and that the state becomes a place of freedom and justice.
- c) Furthermore King speaks about the relationship between former slaves and slave owners in the state of Georgia.
- d) He wants this relationship to be characterised by a feeling of brotherhood.
- e) His audience was both black and white people.
- f) Martin Luther King held his speech against the background of the Civil Rights Movement in 1963.
- g) The main idea of his speech is equality of all people.
- h) Therefore he cites the American Declaration of Independence in order to strengthen his argumentation.

Text 3:

- a) Although the Declaration of Independence of the United States says that „all men are created equal“ (1.4), black people are treated differently in states like Mississippi and Georgia.
- a) As a leader of the Civil Rights Movement, King strongly accuses the current situation by presenting a possible future of equal human rights for blacks and whites.
- b) In his dream, the United States are a nation of freedom and justice instead of aggressive injustice.
- c) In his speech „I have a dream“ Martin Luther King describes his vision of a nation without racism.
- d) King dreams of a world in which slaves and slave-owners, i.e. whites and blacks, feel like brothers and talk to each other.

Tasks:

1. Reconstruct the texts. Use the grids below.
2. Pair work: Exchange and share your version with a partner. Read the texts to each other and fill in the grid.
3. Pair work: Compare your versions – look at similarities and differences.
4. Look at the original texts. Rank the texts on the scale below. Make a case for the best text: quality of the opening sentence, use of background knowledge, outline of main ideas, clarity/precision, quality of concluding sentence.

Text 1:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			

Text 2:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Text 3:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			

Ranking scale:

very convincing/excellent

adequate

I-----I

Aufgabenstellung: „and outline to what extent the American students' dreams differ from King's dream.“

Text 1:

- a) Alyssa from California still dreams of a world where all people are accepted the way they are.
- b) Compared to Martin Luther King Jr. she no longer things of people behaving differently to other people because of their skin colour.
- c) It seems that Melissa lives in an environment where either skin colours are not important because people are judged by their character as Martin Luther King Jr. dreamt or because there are no or very few people with differently coloured skins.
- d) Many years later American students seem to have different dreams from that of Martin Luther King Jr.
- e) Melissa from WI dreams of a simpler world where people respect everything they have and are not greedy for more.
- f) She dreams of a world where people are not judged by their religion, their colour or their specialities (e.g. blindness ...).
- g) She still has the idea of differences being made for reasons of different colour, but for her it is only one idea equal to the others next to it (e.g. handicaps, religion).
- h) She thinks about herself and her own negligence of the things she has.

Text 2:

- a) Alyssa dreams of friendship between all people in the world not matter how different they are.
- b) For her a way to achieve such a situation would mean to do without all the modern devices like computer, fax machines and TV.
- c) In contrast to King, she focuses more on the people's love and happiness.
- d) In contrast to King, she not only speaks about racism but also about in-equality deriving from other reasons, i.e. colour of skin, religion, handicap etc.
- e) Melissa dreams of a more simple and conscious life influenced by love and happi-ness.
- f) She not only has a dream for the USA but for the whole world.

Text 3:

- a) Alyssa dreams of equality, too.
- b) Her dream has a clear religious background because she thinks that everybody is equal in the eyes of God.
- c) Her dream is much more universal than the dream of King.
- d) Her vision is not only about racism.
- e) Melissa dreams of a world where love and friendship are more important than material things and technology.
- f) She also accuses discrimination against handicapped people and other religious groups.
- g) She is talking about human relationships in general and not about forms of discrimination.
- h) She thinks that life would be simpler and better without modern communication technology.
- i) She wants equal human rights for the world and not only for the United States.

Tasks:

1. Reconstruct the texts. Use the grids below.
2. Pair work: Exchange and share your version with a partner. Read the texts to each other and fill in the grid.
3. Pair work: Compare your versions – look at similarities and differences.
4. Look at the original texts. Rank the texts on the scale below. Make a case for the best text: clarity/precision of the summary of the students' main ideas, quality of the comparison between King and students' dreams.

Text 1:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			

Text 2:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			

Text 3:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			

Ranking scale:

very convincing/excellent

adequate

I-----I

3.2 Working with model texts – awareness & fluency activities: Aufgabe 2

Aufgabenstellung: How does King make use of rhetorical devices in his speech in order to make his dream clear to his audience?

Reconstruction – clozes – analysis/rhetorical devices – form and function

Text 1:

In order to make his dream _____ to his audience, King uses _____. These help to _____ his dreams. He wants Mississippi, now a bad place, to _____ an „oasis of freedom and justice“. In Georgia, he wants people to „sit down together at the table of brotherhood“. He also _____ the well known _____ from the Declaration of Independence „We hold these truths ...“. Finally, he _____ his dream of equality on the _____ of his children. He always begins a new _____ by _____ the _____ „I have a dream“. These _____ make the text very _____.

Word pool:

aspect / become / clear / example / illustrate / metaphors / passage / personalizes / phrase / powerful / quotes / repeating / repetitions

Text 2:

Martin Luther King Jr. makes _____ of a _____ in each paragraph. The _____ (*I have a dream ...*) _____ his _____. By _____ it that _____ and making use of the noun *dream* _____ it gets _____ that he wishes for a better future for everybody, also knowing that it is still hard to achieve. By using _____ (*sweltering with the heat of injustice / table of brotherhood / oasis of freedom and justice*) he _____ the _____ aspect of his speech. The _____ of the constitution in the first paragraph _____ his own _____.

Word pool:

emotional / emphasizes / metaphors / obvious / often / paratactical sentence structure / point of view / position / quotation / anaphora / repeating / several / several times / strengthen / supports / use

Text 3:

In order to make his dream clear to his _____ King uses many rhetorical devices. He uses the _____ „I have a dream that one day” again and again to _____ his audience that his imaginations are still just a _____, but one that might _____ in the near future if people _____ for it.

King _____ the good beliefs and principles which are the _____ of American society, but _____ that the Americans should also live after their principles. To _____ his demand he uses a _____ from the Declaration of Independence. For an audience it is _____ to understand that if „all men are created equal” they should certainly be _____ equally, too.

In this short extract there are also some _____ of _____ sentence structures like the structure „will be” which is used _____ to _____ the idea of change within American society.

Furthermore King uses a lot of _____. _____ he shows that many of his dreams haven't yet become true but could become true in the future. _____ he wants „the sons of slaves” and „the sons of former slave owners” to become friends. This _____ that enemies would become friends, something quite impossible. By using the _____ „slaves” and „slave owners” he _____ the _____ of freedom and equality for black people. _____ King dreams that injustice and oppression _____ an „oasis of freedom”. The _____ „oasis of freedom” _____ the audience of paradise. _____ he hopes that people will stop judging others by their outside appearance but look at their inside, e.g. their character or heart.

By using all these _____ and by _____ all the bad things into something good he tries to show his audience that _____ is possible and that it is about to happen. Martin Luther King is trying to _____ and _____ his audience by making clear that even changes that seem impossible can become true if people fight for them.

Word pool: word classes & functions – rearrange

Nouns / noun phrases: anaphora / audience / values / change / contrasts / contrasts / examples / metaphor / quotation / terms / idea /

Verbs: come true / demands / dream / emphasize / encourage / means / mentions / remind / reminds / strengthen / stresses / support / fight / treated / turn into / turning

Adjectives: basic / easy / parallel

Adverbials: firstly / last / repeatedly / secondly / thirdly

Text 4:

King _____ repeats the sentence „I have a dream“ to _____ that it is a non-existing dream future, a vision, he speaks about. The dream itself is a _____. He has not really dreamt, but his dream is a personal wish. Another _____ is „table of brotherhood“ at which the slaves and the slave-owners meet. _____, he _____ from the Declaration of Independence of the US, and says that the current situation in Mississippi Georgia is different from what the declaration says. _____, King uses _____, he _____ words like justice to its _____ like injustice and oppression. He wants to _____ the values of the Declaration of Independence to the racism in the South of the US.

Word pool: word classes

nouns: metaphor (2x) / antithesis / opposites

verbs: repeats / point out/ quotes / opposes / contrast

connectives: Furthermore / Moreover

Tasks:

1. Choose one of the texts and reconstruct it with the aid of the „word pool“. Use a dictionary to check up on any unknown words.
2. Pair work: Go through your text with a partner and share/compare your results. Decide on a common version.
3. Compare with the original version.
4. Go to „Aufgabe 2“ and write your own text – selecting ideas and phrases from the model text.

3.3 Working with model texts – clozes: connectives

Model text

Aufgabe 3.1

Martin Luther King Jr. dreams _____ one day the nation will live out the belief stated in the Declaration of Independence _____ all men are created equal. He _____ dreams _____ one day the descendants of former slaves and slave owners will live together peacefully and nonviolently, _____ in Georgia. King _____ dreams of freedom and justice in the state of Mississippi _____ was particularly affected by injustice and oppression. _____ he dreams _____ his children will one day be able to live in a nation without racism.

The American students _____ dream of peace and freedom, _____ they aim their dreams to the whole world. Alyssa, _____, extends her dream of equalness and peace to areas such as religion, colour of skin and physique. Melissa's dream differs from King's dream _____ she emphasises a life _____ is characterised by love and happiness. She dreams of a simpler and more conscious life. She thinks _____ people can lead a happier life _____ they return to past values without the mass media and modern means of communication.

Word pool:

additionally / also / although / and / and another thing / apart from / as well / because / besides / but / by the way / especially / except / for example / furthermore / however / if / in addition to / incidentally / just / moreover / on top of / nevertheless / not to mention / once / regardless / so / that / too / unless / what's more / when / where / which / who

Tasks:

1. Study the connectives in the word pool and classify them in clusters according to their function. Useful categories could be „contrast“, „addition“, „exception“, „reason“, „condition“, „time“ etc.
2. Rewrite the above texts and experiment with different connective devices.
3. Pair work: Share your text with a partner. Go through the text sentence by sentence and compare the individual solutions.
4. Compare your version with the model text. Are you happy with your work?

3.4 Working with model texts – using text skeletons

Aufgabe 3.3: b) Skeleton based on model text

I have a dream

1. I have a dream that _____ will _____.
2. This would not make the world a better place, but it would be great.
3. _____
4. Therefore it would be _____ if _____, because then there would be _____.
5. Also, if _____, it is less likely that _____.
6. If _____, for example, _____ maybe _____ will _____.
7. On top, maybe _____ would _____, since _____.
8. That would be a great step towards _____.

Tasks:

1. Study the skeleton which uses a fairly simple rhetorical structure – opening, exploring the scenario with the aid of if-clauses and examples, conclusion.
2. Run a three minute brainstorming session with a partner to collect ideas for your dream. Before you start look at element (2) which shows the nature of this particular scenario.
3. Make up your mind about the dream you want to write about and collect personal ideas, words and phrases that you could use.
4. Write a first draft using elements from the skeleton. Elements (1), (2), (7) and (8) are obligatory.
5. Show your first draft to a partner and take his/her feedback.
6. Write your final version and compare it to the original by AB.