

A **FREE** RESOURCE FOR TEACHERS!

NELSON MANDELA – Extra

Level 2

This level is suitable for students who have been learning English for at least two years and up to three years. It corresponds with the Common European Framework level A2. Suitable for users of CROWN magazine.

SYNOPSIS

Nelson Mandela is the story of South Africa's first black president and probably the most famous political prisoner in the world. Mandela was born the son of a rich village leader, but he had to move to a different village when his father lost his job. Mandela lived a simple life in this new village, Qunu. But his mother, Nosekeni Fanny, did not want him to spend his whole life here. She took him to the home of Chief Jongintaba, the king of the Thembu people.

The chief sent Mandela first to school and then to university, where he developed an interest in politics. He tried to make the university improve its food. Instead the university sent him away. At this point, Mandela decided to go to the biggest city in the country, Johannesburg, and find a job.

There Mandela worked in a lawyer's office. He also studied to become a lawyer. He joined a political group called the African National Congress (the ANC) and campaigned for better rights for black and non-white South Africans. In fact, the situation became worse when, in 1948, the National Party introduced apartheid.

Mandela continued to be involved in ANC protests and he was arrested several times. After five months in prison, he decided that peaceful protest was not working. He joined a new group which planned to destroy important government buildings. Mandela was arrested and sent to prison for five years. Just a few months later, he was given a new sentence – life in prison. Mandela spent the next twenty-seven years in prison, much of

that time on Robben Island. He became a leader to many of the other prisoners and fought for better conditions.

Meanwhile, the political situation in South Africa worsened. Even the white National Party realised that apartheid could not continue. Finally, President F. W. de Klerk freed Mandela from prison in 1990. In 1994 there were elections – the country's first in which every South African could vote – and Mandela's party, the ANC, won. Mandela became the country's president. He set about unifying the country and overcoming its many problems. He was president until 1999. His party was still in power but Mandela decided to retire from politics. However, he continued to travel around the world in support of South Africa and became a symbol of unity and forgiveness around the world.

MEDIA LINKS

DVD: *Invictus* (2009) and *Goodbye Bafana* (2007) tell parts of the Mandela story.

CD: A recording of *Nelson Mandela* is available to accompany this Scholastic Reader.

Internet: The website of the Nelson Mandela Foundation is at www.nelsonmandela.org. An audio history of Mandela's life is at www.npr.org/2004/04/26/1851882/mandela-an-audio-history.

Books: Mandela wrote about his life in *A Long Walk to Freedom* and *Conversations with Myself*.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? What do students already know about Nelson Mandela? What would they like to find out about him? Motivate them with background information (see the synopsis above) and by reading aloud page 6 of the book.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4 of this resource sheet.)

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Fact Files

Set these as self-study or use for whole class work. There are fact files throughout the text as well as at the back of the book. These provide background information about the history of South Africa, apartheid, Robben Island and the importance to South Africa of the 1995 Rugby World Cup. The fact files at the end of the book focus on the legacy of Nelson Mandela; a profile of other peaceful protesters; and the geography, wildlife and culture of South Africa.

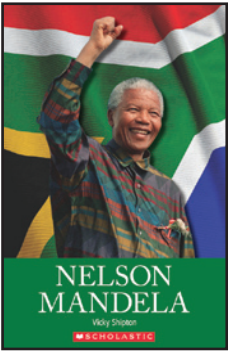
What did they think?

Get everyone to do a written or spoken review of *Nelson Mandela*. Compare opinions. Did they find out anything new about him? Do they agree that Mandela is 'the father of the new South Africa'? Did they like the book? Did you? Let us know at: readers@link2English.com

COMPETITIONS AND UPDATES

Check www.scholasticeltreaders.com for competitions and other activities related to the Scholastic Readers.

RESOURCE SHEET STUDENT ACTIVITIES



NELSON MANDELA

- Extra

People and places

1 Find words on page 4–5 to complete these sentences.

- a) Mandela was born in the village of *Mvezo*
- b) was South Africa's President from 1989 to 1994.
- c) Winnie Mandela was Nelson's wife.
- d) is the biggest city in South Africa.
- e) Mandela was on Robben Island for years.
- f) He started a business with Oliver Tambo.
- g) was Mandela's third wife.

Chapters 1–2

1 Circle the correct word in italics in these sentences.

- a) In 1990, Nelson Mandela (*left*) / *went* to prison.
- b) His *school* / *family* gave him the name 'Nelson'.
- c) *Justice* / *Jongintaba* was a good leader.
- d) Mandela fought for change in the *food* / *houses* at his university.
- e) Nelson did not want Jongintaba to choose his *wife* / *job*.
- f) Nelson and Justice decided to go to the *big city* / *country*.

2 Put these sentences in the correct order.

- a) People started to call Mandela 'Nelson'.
- b) A woman drove Nelson and Justice to the city.
- c) Mandela and his family moved to the village of Qunu.
- d) His university sent Mandela away.
- e) He knew a white family for the first time in his life.
- f) Mandela started to live with King Jongintaba.

3 Read 'South Africa in the past' on pages 10–11 and answer the questions in your notebook.

- a) What were the two biggest groups of black Africans in this area? *the Zulus and the Xhosa*
- b) Which of these groups was Mandela part of?
- c) Who were the first Europeans in South Africa?
- d) Why did the British fight the Boers?
- e) After 1910, who could vote in Cape Province and Natal?

Chapters 3–4

1 Are these sentences true (T) or false (F)? Correct the false sentences in your notebook.

- a) Lazar Sidelsky was a black African. *Lazar Sidelsky was a white African.*
- b) Mandela joined a group to fight for the rights of non-white South Africans.
- c) Daniel Malan worked hard for the rights of black South Africans.
- d) The police killed Mandela's friend Walter at a protest in 1950.
- e) The Congress Alliance wanted votes for all South Africans.
- f) The group Umkhonto planned peaceful protests.

2 Read about apartheid on pages 18–19. Imagine that you are a South African after 1948. Write a letter to the newspaper about life under apartheid. Describe the new laws and explain how bad they are for the country.

The National Party's new laws are terrible for our country. Under apartheid life is very hard for black South Africans.

3 Correct these sentences.

- a) At Witwatersrand University Mandela studied to be a *lawyer* / *politician*.
- b) The ANC fought for the rights of white South Africans.
- c) Mandela had two sons with his second wife.
- d) From 1960 it was a law to be in the ANC.
- e) Mandela learned about peaceful protest in Ethiopia.

Chapters 5–6

1 Who do you think is saying these things? Match the people with the words.

- a) 'You don't have to wear prison clothes but you must stay in your cell.' i) guards on Robben Island
- b) 'I am ready to die for a fair South Africa.' ii) President Botha
- c) 'You will die here!' iii) Oliver Tambo
- d) 'The South African government must free Nelson Mandela.' iv) Winnie Mandela
- e) 'You can leave prison if you agree to end all the fighting.' v) Nelson Mandela
- f) 'I held my husband's hand for the first time in years.' vi) the head of Pretoria Prison

RESOURCE SHEET STUDENT ACTIVITIES

2 Read about Robben Island on pages 30–31 and discuss the questions with a partner.

- a) Why did the government use the island as a prison?
- b) Why is Robben Island not a prison today?

3 Complete the description of prison life with these words.

Afrikaans cell leader letters political
prisoners seawater

During the ‘dark years’, Mandela’s ^{a)} *cell* on Robben Island was small. He was in the political area with about twenty other ^{b)} There was the same number of guards. The ^{c)} prisoners woke up early and worked hard all day. In the evening they could wash with cold ^{d)} At first the prisoners could not have books or ^{e)} from home. Mandela helped to change this. He became a ^{f)} to many of the prisoners. He even studied ^{g)} so he could speak to the guards.

Chapters 7–8

1 Circle the correct word in *italics> in these sentences.*

- a) In 1992 most white South Africans voted to (support) / *fight* F. W. de Klerk’s changes.
- b) Mandela travelled around the country and spoke to *black* / *all* South Africans.
- c) In 1994 Mandela became South Africa’s *first* / *second* black president.
- d) After 1999 Mandela wanted to spend more time *in politics* / *with his family*.
- e) Mandela spends a lot of time in Qunu with *Winnie* / *Graça*.
- f) Mandela *went* / *was too ill to go* to the football World Cup.

2 Read about the Rugby World Cup on page 44 and answer these questions in your notebook.

- a) Why could South Africa play international sports again?
- b) Who did South Africa play in the final?
- c) Why was Mandela’s hat so important to white South Africans?
- d) What was the name of the film about the Rugby World Cup?

3 Work with a partner. Imagine that you are South Africans when the ANC becomes the new government in 1994. Have a discussion. How do you feel about the party’s win? How do you feel about the country’s future? What problems does the country still have?

FINAL TASKS

1 Choose an important day in Nelson Mandela’s life. Write his diary entry for that day.

2 There is an important new building in your town. Some people want to call it the Nelson Mandela Building. Do you think this is a good idea? Why / Why not? Write to the newspaper and give your opinion.

VOCABULARY BUILDER

1 Choose the correct word from the ‘New Words’ at the back of your reader.

- 1. Stealing is an example of this. *crime*
- 2. The police do this to criminals.
- 3. This is like a town, but smaller.
- 4. In this, people often hold signs and shout.
- 5. This group of people decides on all the important things in a country.
- 6. You do this to become husband and wife.
- 7. You do this when you agree with someone and help them.

2 Complete the sentences.

- 1. The *bomb* in the building killed a lot of people.
- 2. She killed someone, so she was in for fifteen years.
- 3. In my country you are breaking the if you hit a child.
- 4. Nelson Mandela fought for the of all South Africans.
- 5. His in prison was too small for a lot of furniture.
- 6. We’re in a that works for more jobs and better schools.
- 7. No one could escape because there were everywhere.
- 8. A fire can a building very quickly.
- 9. He never fights with the other children; he’s very
- 10. She became a to help people in her country.
- 11. Many world met to discuss international problems.
- 12. If you’re eighteen or older, you can for a new president.
- 13. The decided that he didn’t do anything wrong, so he didn’t have to go to prison.

SOUTH AFRICA IN THE PAST (pages 10–11)

Timeline

Students make a timeline about South Africa from 1652 to 1910. They write the important dates on a long line and add short accounts of the important events next to the dates. They can use information from the Fact File, the Internet or the library.

APARTHEID (pages 18–19)

Screenplay

Students write the screenplay for a short film scene that shows life for non-whites in South Africa during apartheid. For example, the scene could be in a school or hospital, or on a bus. It could show a black and white couple who want to marry, or people who have to move to a new area.

ROBBEN ISLAND (pages 30–31)

Research

Students research other famous prison islands, for example Devil's Island and Alcatraz. Information might include location, geography, history, famous prisoners. Students can choose how to present their information to the rest of the class.

NELSON MANDELA: A MAN FOR ALL TIME (pages 48–49)

Mandela Day event

Remind students that on Mandela Day people try to do something good for the world for sixty-seven minutes. Ask them to decide on a class activity to celebrate Mandela Day. After the event, students could send an account of the activity to the local newspaper or write a blog on the Internet.

PEACEFUL PROTESTS (pages 50–51)

Biography writing

Students write a short biography (200 words or less) of Nelson Mandela or another political protestor, using the biographies of Mohandas Gandhi and Martin Luther King to help them.

Quiz

After reading the Fact File, half the students prepare questions about Gandhi and the other half prepare questions about Martin Luther King. They then ask each other their questions as a quiz.

SOUTH AFRICA (pages 52–53)

Tourist brochure

Students think of a popular tourist destination in their country and answer these questions about it: *What kind of area is it? What's special about it? What can tourists see and do there?* If necessary, they can research the information on the Internet or in the library. Once they have the information, students design a brochure to encourage people to visit their destination.

CD FOLLOW-UP

Listening for key words

Choose five key words or phrases from a chapter of the reader and write them on the board. Ask students to write down one piece of information to go with each of the key words while they listen.

Example: Chapter 3: 1. Lazar Sidelsky, 2. the ANC, 3. Evelyn, 4. Oliver Tambo, 5. the National Party

Possible answers: 1. He gave Mandela a job. 2. They fought for the rights of non-white South Africans. 3. Nelson married her. 4. He worked with Mandela in the ANC Youth League. 5. It became the country's government in 1948.

ANSWER KEY

Self-Study Activities (pages 54–56)

- 1 a) prison b) village c) politics d) marry e) crime f) law g) support
- 2 Open answers.
- 3 a) Fort Hare University b) Mvezo c) Qunu d) The Great Place
- 4 a) F. It was the name that Mandela's sisters called Mandela. b) F. They became poor because his father lost his job. c) F. The Zulus and the Xhosa lived there first. d) T e) F. Only a few black children went to school. f) T g) F. It was hard.
- 5 a) guard b) court c) arrest d) bomb e) cell f) destroy g) peaceful h) protest
- 6 a) v b) iii c) i d) iv e) ii f) vi
- 7 The correct order is: d, e, f, b, c, a.
- 8 *Possible answers:* no books or letters from home; long, hard work; small cell; bad food; no hot water; no visits from children
- 9 a) The government freed him. b) De Klerk freed Mandela and helped to give everybody in the country a vote. Tambo wanted the South African government to free Mandela and fought for this all around the world. c) No
- 10 a) They did not want to learn in Afrikaans. b) He lived in England. c) Botha wanted him to stop all the fighting. d) He lived in a house and his family could visit him. e) All his family spent the day with him.
- 11 a) didn't support b) Winnie c) white d) won e) football
- 12 a) T b) F. Mandela was South Africa's first black president. c) F. Mandela has had three wives. d) F. Mandela's son died from AIDS. e) T
- 13 Open answer.

Resource Sheet Activities

People and places

- 1 b) F. W. de Klerk c) second d) Johannesburg e) twenty-five f) law g) Graça Machel

Chapters 1–2

- 1 b) school c) Jongintaba d) food e) wife f) big city
- 2 The correct order is: c, a, f, e, d, b.
- 3 b) the Xhosa c) the Dutch d) because they wanted the gold and diamonds in the Boer areas e) people with houses

Chapters 3–4

- 1 b) T c) F. Daniel Malan made life harder for black South Africans. d) F. Nelson and Walter saw a protest in 1950. The police killed eighteen people, but not Walter. e) T f) F. The group Umkhonto planned to protest by destroying things with bombs.
- 2 Open answer.
- 3 b) white black c) sons daughters d) law crime e) peaceful protest guns and bombs

Chapters 5–6

- 1 b) v c) i d) iii e) ii f) iv
- 2 Open answers.
- 3 b) prisoners c) political d) seawater e) letters f) leader g) Afrikaans

Chapters 7–8

- 1 b) all c) first d) with his family e) Graça f) went
- 2 a) because apartheid ended b) New Zealand c) because it was the hat of the mostly white South African rugby team d) *Invictus*
- 3 Open answers.

Vocabulary Builder

1. arrest 3. village 4. protest 5. government 6. marry 7. support
2. prison 3. law 4. rights 5. cell 6. political party 7. guards 8. destroy 9. peaceful 10. politician 11. leaders 12. vote 13. court