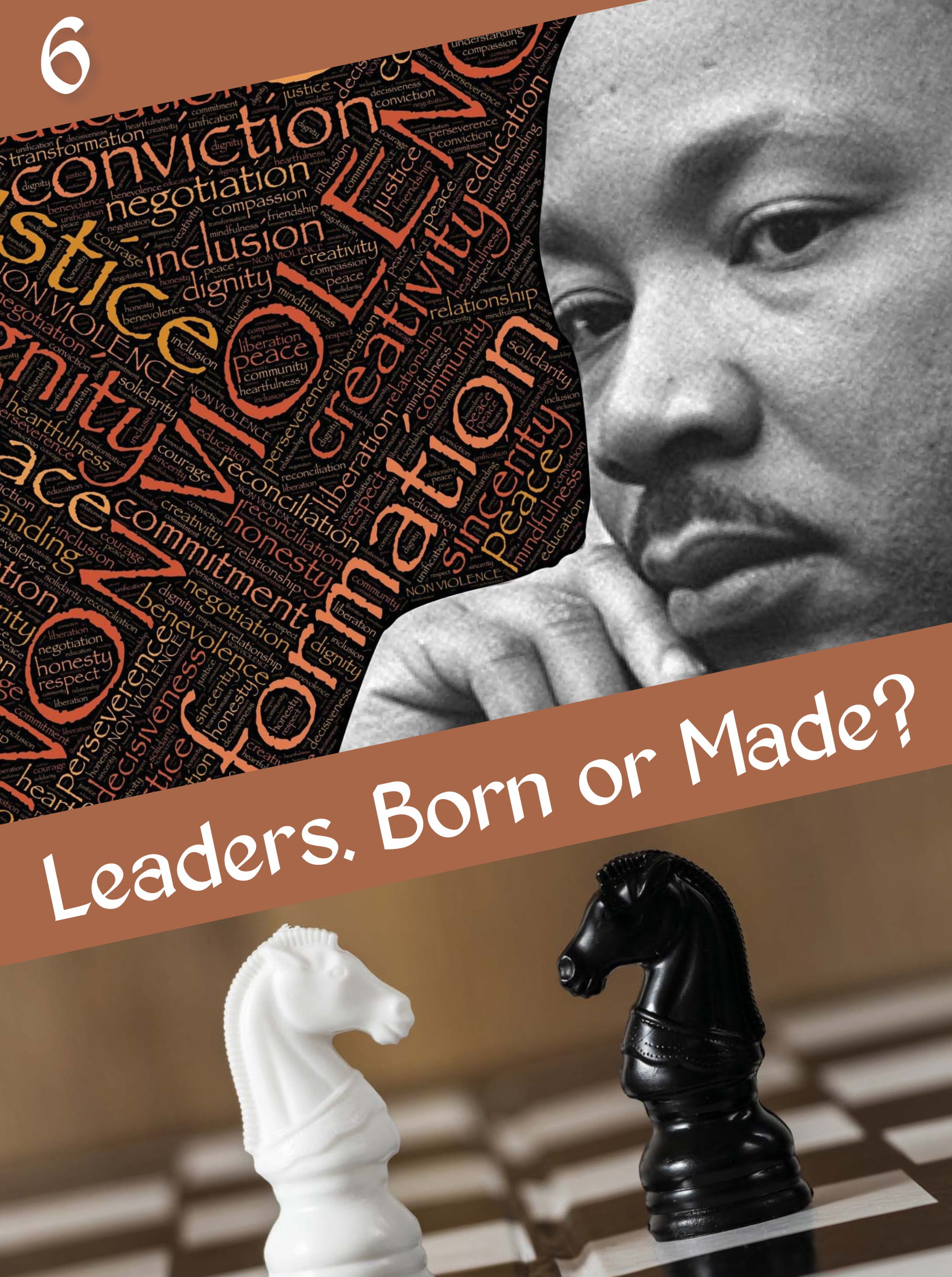
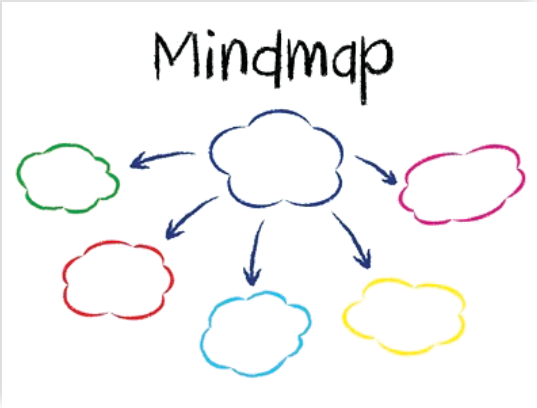
6

Leaders. Born or Made?



6 Leaders, Born or Made?

1. In groups, discuss the following questions and note down your ideas in a mind map.



a. What skills do leaders in your school/town/country have that make them efficient?

b. Brainstorm any qualities of good leaders you can think of.

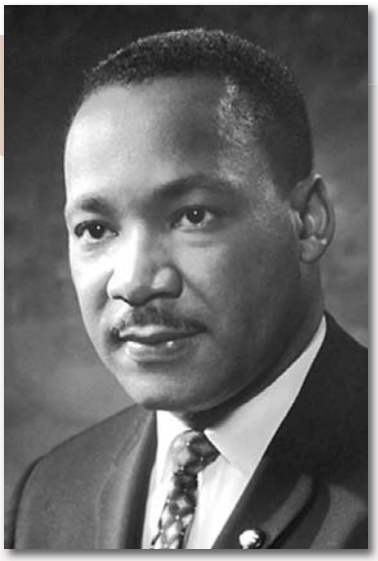
c. Find examples of rulers from the past or present who have been 'made' or have been 'born' to be leaders.

d. How do effective leaders leaders persuade people to follow them?

2. Read the biographies of two popular leaders and fill in the missing words from the lists provided.

♦ *civil rights* ♦ *legislative* ♦ *segregation* ♦ *opposition* ♦ *federal*
♦ *inequality* ♦ *nonviolent* ♦ *riots* ♦ *discrimination* ♦ *march*

Martin Luther King



Martin Luther King (1929-1968) was an American Baptist minister and activist who became the most visible spokesperson and leader in the _____ movement from 1954 until his death in 1968. He is best known for advancing civil rights through non-violence.

The civil rights movement was a decadeslong movement with the goal of securing legal rights for African Americans that other Americans already held. With roots starting in the Reconstruction era during the late 19th century, the movement resulted in the largest _____ impacts after the direct actions and grassroots protests organized from the mid-1950s until 1968. Encompassing strategies, various groups, and organized social movements to accomplish the goals of ending legalized racial _____ and _____ in the United States, the movement, using major _____ campaigns, eventually secured new recognition in _____ law and federal protection of all Americans.

King led the 1955 Montgomery bus boycott and in 1957 became the first president of the Southern Christian Leadership Conference. He also helped organize the 1963 _____ on Washington, where he delivered his famous "I Have a Dream" speech.

On October 14, 1964, King won the Nobel Peace Prize for combating racial _____ through _____ resistance. In his final years, he expanded his focus to include _____ towards poverty. In 1968 he was assassinated by James Earl Ray on April 4 in Memphis, Tennessee; _____ followed in many U.S. cities.

He was posthumously awarded the Presidential Medal of Freedom and the Congressional Gold Medal. Martin Luther King Jr. Day was established as a holiday in numerous cities and states. Hundreds of streets in the U.S. have been renamed in his honor, and a county in Washington State was also rededicated for him. The Martin Luther King Jr. Memorial on the National Mall in Washington, D.C. was dedicated in 2011.

http://en.wikipedia.org/wiki/Martin_Luther_King_Jr

♦ civil ♦ coalition ♦ racism ♦ elected ♦ revolutionary
♦ constitution ♦ abuses ♦ reconciliation ♦ segregation ♦ overthrow

Nelson Mandela

Nelson Rolihlahla Mandela (1918-2013) was a South African anti-apartheid _____, political leader, and philanthropist, who served as President of South Africa from 1994 to 1999. He was the country's first black head of state and the first _____ in a fully a fully representative democratic election. His government focused on dismantling the legacy of apartheid by tackling institutionalised _____ and fostering racial _____. Ideologically an African nationalist and socialist, he served as President of the African National Congress (ANC) party from 1991 to 1997.

A Xhosa (Bantu ethnic group of Southern Africa), Mandela was born to the Thembu royal family in Mvezo, British South Africa. He studied law at the University of Fort Hare and the University of the Witwatersrand before working as a lawyer in Johannesburg. There he became involved in anti-colonial and African nationalist politics. After the National Party's white-only government established apartheid, a system of racial _____ that privileged whites, he and the ANC committed themselves to its _____.

Mandela served 27 years in prison. Amid growing domestic and international pressure, and with fears of a racial _____ war, President F. W. de Klerk released him in 1990. Mandela and de Klerk negotiated an end to apartheid and organised the 1994 multiracial general election in which Mandela led the ANC to victory and became President. Leading a broad _____ government which promulgated a new _____, Mandela emphasised reconciliation between the country's racial groups and created the Truth and Reconciliation Commission to investigate past human rights _____.

He is held in deep respect within South Africa, where he is often referred to by his Xhosa clan name, Madiba, and described as the "Father of the Nation". Widely regarded as an icon of democracy and social justice, he received more than 250 honours, including the Nobel Peace Prize in 1993.

↓

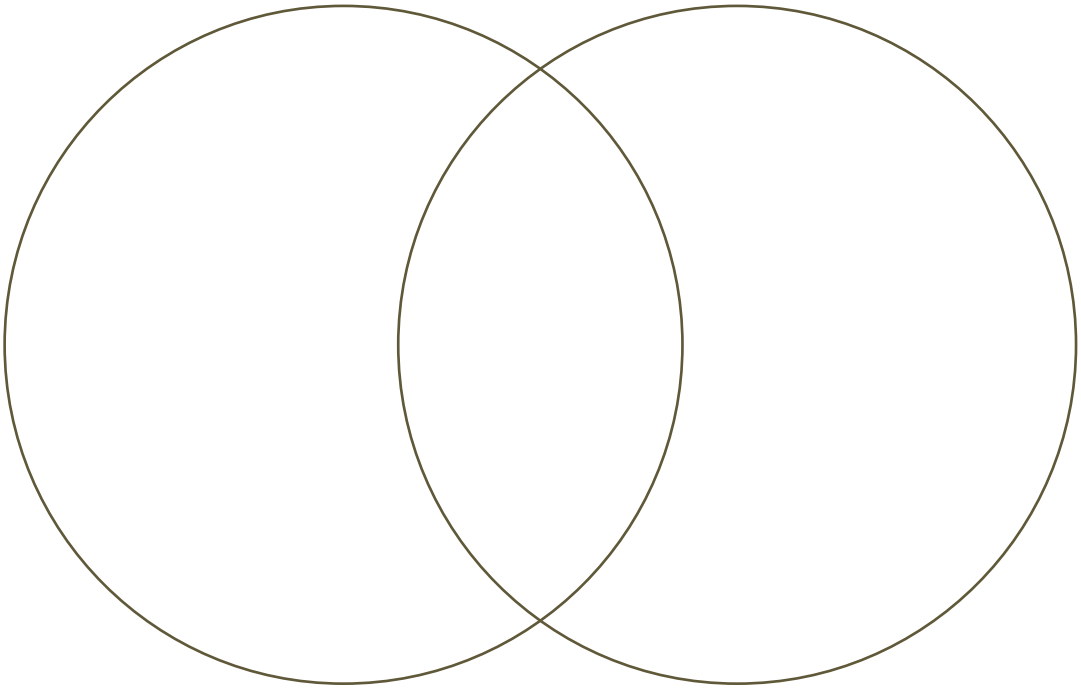
http://en.wikipedia.org/wiki/Nelson_Mandela (adapted text)

3. Read the biographies of the two leaders again and discuss the following questions, in your group, keeping notes. Then, present your answers in class.

a. Can you guess what qualities King and Mandela had as leaders? Justify your answers.

b. What similarities or differences can you find between the two leaders? Use the Venn diagram below to note them down.

c. Do you know other politicians who had the same tragic end as Martin Luther King in their lives? Tell their stories.



The art of persuasion

become a speech critic

4. Read the adapted speeches of Martin Luther King and Nelson Mandela and find two points that made an impression on you. Talk about them in class, explaining why.

I Have a Dream

Martin Luther King Jr.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I am prepared to die

Nelson Mandela

Poverty goes hand in hand with malnutrition and disease. Tuberculosis, pellagra, kwashiorkor, gastro-enteritis, and scurvy bring death and destruction of health.

The complaint of Africans, however, is not only that they are poor and the whites are rich, but that the laws which are made by the whites are designed to preserve this situation. There are two ways to break out of poverty. The first is by formal education, and the second is by the worker acquiring a greater skill at his work and thus higher wages. As far as Africans are concerned, both these avenues of advancement are deliberately curtailed by legislation.

The present Government has always sought to hamper Africans in their search for education. One of their early acts, after coming into power, was to stop subsidies for African school feeding. Many African children who attended schools depended on this supplement to their diet. This was a cruel act.

There is compulsory education for all white children at virtually no cost to their parents, be they rich or poor. Similar facilities are not provided for the African children."

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

http://www.americanrhetoric.com/speeches/mlkihaveadream.htm

Poverty and the breakdown of family life have secondary effects. Children wander about the streets of the townships because they have no schools to go to, or no money to enable them to go to school, or no parents at home to see that they go to school, because both parents (if there be two) have to work to keep the family alive. This leads to a breakdown in moral standards, to an alarming rise in illegitimacy, and to growing violence which erupts not only politically, but everywhere. Life in the townships is dangerous. There is not a day that goes by without somebody being stabbed or assaulted. And violence is carried out of the townships in the white living areas. People are afraid to walk alone in the streets after dark. Housebreakings and robberies are increasing, despite the fact that the death sentence can now be imposed for such offences. Death sentences cannot cure the festering sore.

Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one colour group by another.

During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.

http://www.nelsonmandela.org/ (extracts)

5. Study the following table and then, in groups, do the tasks below.

Rhetoric is the art of persuasive speech-making. The main purpose of rhetoric is to persuade people to follow your ideas.

Effective leaders often use the following persuasive techniques in their speeches:

– Repetition

– Questions

– Lists

– Opposites (or antithesis)

– The rule of three (repeating something three times for emphasis)

The traditional ordering of the arguments in a speech, according to Aristotle, are: **ethos**, **logos**, **pathos**.

Ethos – An **appeal to the listener** based on the character of the speaker. The tone of the speech should establish the speaker's virtue and moral worth (you should listen to me because I have a good reputation and authority; I know what I am talking about).

Logos – An appeal based on **logic** or **reason**. The argument is demonstrated by examples and maxims (you should listen to me because of the indisputable facts).

Pathos – An appeal based on **emotion**, often associated with suffering or sympathy and the emotions induced in the audience (you should listen to me because here is a problem and that affects you personally). Arguments involving pathos often use metaphor or simile to allow the audience to make an emotional connection with an abstract notion.

http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/490125/shakespeare_lives_schools_pack_for_web_v2_17dec15.pdf

a. Which of the above persuasive techniques can you detect in the leaders' speeches?

b. Based on the excerpts justify which speech you think is more:

persuasive	*honest*	*factual*	*well-substantiated*
eloquent	*passionate*	*intellectual*	

c. Discuss how politicians can engage with younger people in the 21st century. Is rhetoric still important?

6. Match the words (*1-10*) with the definitions (*A-J*).

1. _____ segregation
2. _____ grassroots
3. _____ privilege
4. _____ negotiate
5. _____ promulgate
6. _____ posthumously
7. _____ combat
8. _____ dismantle
9. _____ Reconstruction era
10. _____ discrimination

A	disconnect, destroy
B	the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex
C	the working class
D	fight or oppose vigorously
E	after his/her death
F	advantage, usually as a result of position, status or wealth
G	discuss, deal or bargain in order to reach an agreement
H	the legal end of most slavery in the United States
I	the action or state of setting someone or something apart from others
J	publish, spread beliefs or ideas, make known by open declaration

7. Find the words in the speech excerpts that have the same meaning as the words in bold and write them in the space provided.

1	Infections are more likely in those suffering from **undernourishment**.	
2	We will do everything we can to **maintain** peace.	
3	Are government **benefits** enough to help the refugees?	
4	**Malicious** gossip is intended to do harm mainly to the psychological condition of the person who practices it.	
5	In the Middle East, the **prolonged unjust treatment and control** of the population has resulted in horror.	
6	Student attendance in classes is **obligatory/mandatory**.	
7	The employees **held** the Vice President of the Corporation **in very high regard**.	
8	There are many reasons that can cause the **collapse** of a marriage.	
9	The value of this invention lies in introducing its **subject matter** to those without special knowledge.	
10	When a volcano **explodes**, a huge amount of lava, gases and smoke is transferred onto the surface of the earth.	

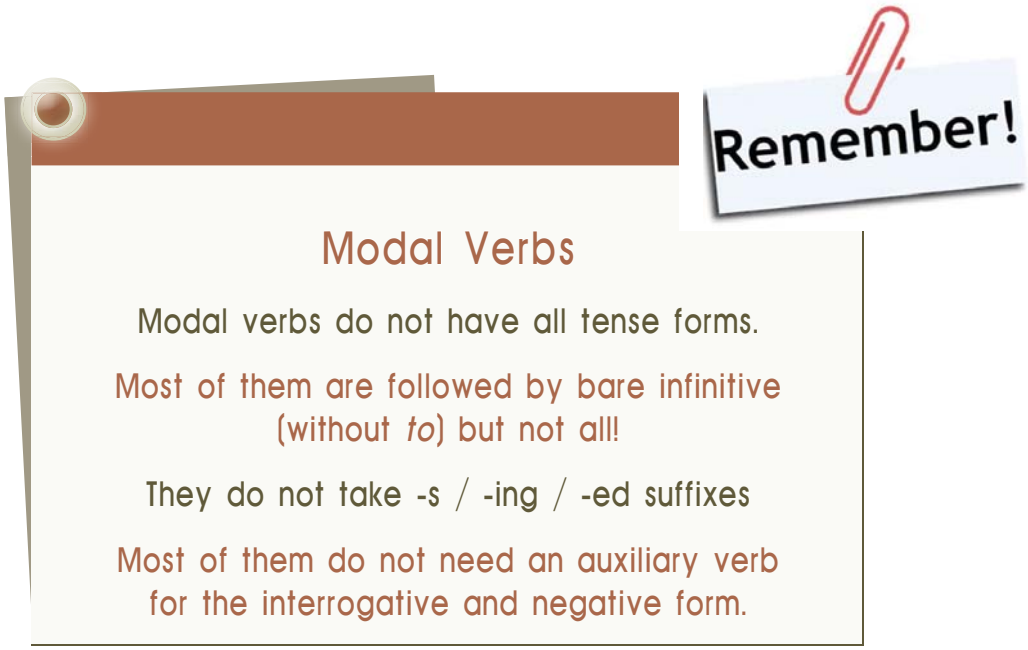
Modal Verbs

8. Read the following sentences from the texts above, underline the modal verbs and match them with their functions below.

a. "And if America is to be a great nation, this must become true".

b. "Yes, we can heal this nation. Yes, we can repair this world".

1 obligation	2 ability	3 possibility	4 permission	5 advice



9. Choose *one* of the verbs given to complete *both* sentences in each set.

1	*used to / will / would*
	a. On most days my father _____ get up first and make breakfast.
	b. We went back to Dublin to see the house where we _____ live in the 2000s.
2	*should / ought to / must*
	a. Students _____ be encouraged to participate in school competitions.
	b. You _____ have some of this delicious ice-cream. It's mouthwatering.
3	*needn't / mustn't / don't have to*
	a. I' ll be quite late getting to London, but you _____ change your plans for me.
	b. Next time, read the small print in the document you sign. You _____ make that mistake again.
4	*must / need / have to*
	a. People with fair skin _____ be particularly careful when exposed to the sun.
	b. We _____ give at least six months notice before leaving a rented house.

10. Complete the sentences in the following guide with the correct modal verb from the list below.

♦ *ought to* ♦ *should* ♦ *should try* ♦ *must* ♦ *should not* ♦ *have to*
♦ *could* ♦ *might* ♦ *need to* ♦ *can* ♦ *may be* ♦ *may have*

How to be a Good and a Global Citizen

Good citizens are actively involved in their community and in the betterment of their fellow citizens. They take pride in where they live and strive to make it a better place. We all want to be known as a good citizen, and with a little thought and effort, anyone _____ (1) (**is the right thing to do**) to be one.

Volunteer. You _____ (2) (**perhaps you can**) volunteer with local branches of organizations that mean a lot to you. Try Habitat for Humanity which builds homes for the less fortunate, or Big Brothers Big Sisters, which provides mentorship to at-risk youth.

Help the homeless. You can volunteer at a local soup kitchen or shelter to help homeless people stay safe and healthy.

Donate blood and plasma. Blood and plasma are vital bodily fluids that are used to save the lives of thousands and thousands of people each day. There _____ (3) (**are possibly**) shortages, so it's great if you do your part and donate. If you have a rare blood type, you can literally make the difference between life and death for someone in your community.

Donate. You can donate your money to lots of organisations: local, national, and international. Just be sure that whoever you donate to is a good organization that uses their money well. Many charities do not and are really just a money factory for the people that run them. You _____ (4) (**it would be a good thing to**) try using Charity Navigator or the BBB to find out if the organisation you want to help is really on the up and up.

To be a global citizen, you _____ (5) (**it is necessary**) identify with a world community, but you _____ (6) (**it's your duty not to**) lose your heritage or culture.

Study your history. You _____ (7) (**probably you have**) learned about past events in history, but brush up on world history by visiting your library and checking out history books about different cultures. To understand where the world is today, you _____ (8) (**suggestion**) also see how past events have influenced the present.

Get educated. There are many benefits that come from learning a new language, so you _____ (9) (**it is absolutely necessary**) learn

at least one. It is the best way to get to know another culture, become more open-minded, and bridge cultural gaps. Learning another language _____ [10] (**it is typically the case**) seem daunting, but it is possible with time and dedication. You _____ [11] (**it is also possible**) learn another language on your own, in a class, and with the help of a willing friend.

You _____ [12] (**it is required**) build and nurture relationships as a vital part of being an active global community member. Make new friends with people from your culture, as well as other cultures. Start locally, and then you can build your connections globally through social media and pen pal programmes.

http://www.wikihow.com/Be-a-GoodCitizen

11. Match the verbs in bold to their meanings.

_____	1.	You **don't have** to be afraid to get involved in community services.	a	It's wrong to.
_____	2.	We **had to** donate blood for the injured people after the accident.	b	It's against the rules.
_____	3.	You **can't be** indifferent to your community problems.	c	It's possible.
_____	4.	You **might** as well work for a charity organization.	d	One suggestion is...
_____	5.	You **mustn't** throw plastic into the sea.	e	It isn't necessary.
_____	6.	When you're well educated, you **can** get better jobs and contribute more to the economy.	f	It was our duty.
_____	7.	**Could** you please take responsibility for your actions?	g	I am requesting that.

12. Look at the selection of "good" citizen characteristics listed below. Add one more characteristic you consider important at the bottom of the table. Arrange them in order of importance by writing no 1 next to the most important down to no 9 for the least important. Then, award yourself a mark out of ten for each citizen characteristic, shading the corresponding cell in the grid. Which characteristics did you give yourself the highest and the lowest marks?

A Good Citizen...		1	2	3	4	5	6	7	8	9	10
obeys the law											
respects authority											
contributes to society and the community											
respects all nationalities											
believes in doing what is right											
stands up for the rights of others											
is helpful and considerate											
respects the environment											

http://www.technologystudent.com/pse1/citiz3.htm

13. In groups, use the spidergram below to make a poster about the characteristics of a good leader. Add as many qualities and examples as possible to illustrate the profile of an effective leader. Then present your posters to your classmates and compare your results with the other groups. What are the three most important character traits mentioned by all groups?

14. Discuss the following issues:

a. How can equality of opportunities be promoted in a school/community/country?

b. What does identity mean to you? Make a list of different characteristics that make up people's identities. These may include gender, faith, position in the family, job, hobbies, race, age, eye colour etc. Can all people with these different traits interact and live peacefully together?

FURTHER **PRACTICE**

15. The comedian Eddie Izzard has described himself on Twitter as follows:

> 'I'm a British European, I think like an American & I was born in an Arabic country. A supporter of charity. Runner. Political campaigner. Fashion icon. Human.'

a. Describe your own identity in 140 characters or less on large sheets of paper.

b. Display these short descriptions along with photographs of yours or **create a word cloud** in order to depict the identity of your class by feeding all your texts into Wordle at **www.wordle.net.** The 'clouds' produced will reveal which words appear most frequently.

16. You volunteer for the local town council. The head of community affairs is trying to find ways to improve deprived neighbourhoods in your town. He/She has asked you to write a proposal suggesting how this can be achieved. Write what kind of improvements could be implemented in each area and outline the benefits for the residents in it. Write a proposal (130-180 words) and submit it to the town council.

☑ Understanding the topic

1. What is the purpose of your proposal?
2. Who is the proposal submitted by?
3. Who is the target reader?
4. What register will you use?
5. How many paragraphs should you write?
6. What information should you include?

Note

What is a proposal?	A proposal is a **formal** document. This piece of writing outlines suggestions/ solutions you recommend and gives extensive information about your intention, ways to implement your suggestions, and the expected results. The aim of a proposal is to convince the person you submit it to, to make the choice you propose. Therefore, your proposal has to be **persuasive**. You must influence that person's decisions so that they approve your suggestions.

☑ Organizing your essay

PLAN		Proposal
Beginning		⇨ state who the proposal is submitted to ⇨ who submits it ⇨ subject / date
Introduction	paragraph 1	⇨ state purpose and content of the proposal
Main body	paragraph 2	⇨ problem statement
	paragraph 3	⇨ present each suggestion/solution in a separate paragraph under a heading
	paragraph 4	⇨ expected outcomes / impact
Conclusion	paragraph 5	⇨ summarise your suggestions

☑ Useful language → linking words/phrases

listing points	first, first of all, secondly, moreover, in addition, also, additionally, besides, apart from that, as well as
making suggestions / solutions	One way of solving the problem…, a good idea would be to…, measures should be taken…, the situation could be improved by…
showing contrast	however, nonetheless, on the other hand, on the contrary …
presenting expected results / outcomes / impact	therefore, as a result, in this case, this means that, consequently, then, this way …

Language Register ⟹ Formal

- complex sentences structures
- use of passive forms
- objective language
- advanced vocabulary
- impersonal tone
- linking words & phrases
- no contracted forms
- no colloquialisms

FURTHER **PRACTICE**

- You are eager to perform community service in order to help homeless people. Write a proposal (130-180 words) to the town council suggesting ways to help deal with the problem referring to the expected outcomes.
- The schools in your area are organizing an annual conference event about "Citizenship: a gateway to an inclusive society". Write a speech to be delivered during the conference in order to persuade your classmates to get actively involved in the community.