

- research, but provides the opportunity to use
- their notes to talk about Mandela.

## Student Book

Ask the students to look at the extract 'A walk to freedom' on page 14 of the Student Book and tell you how many paragraphs it has. Then tell them to read the text as quickly as possible without worrying about vocabulary or expressions they don't understand. Explain that you want them to get a general idea of what each paragraph is about.

Tell the students to match the heading a, b, c or d to the paragraphs 1, 2 and 3. Tell them to **highlight the sentences** that help them to understand the main idea. Give them some time to do this and then compare their answers with their neighbour.

Go over the answers as a class. Identify the sentences at the beginning or end of the paragraph that help understand the main idea.

### **A** **Answers**

paragraph 1 – **d** (*the final sentence of the paragraph*)

paragraph 2 – **c** (*the first two sentences of the paragraph*)

paragraph 3 – **a** (*the last two sentences of the paragraph*)

**Individuals:** Explain to the students that they are now going to read the text more carefully to answer some vocabulary-related questions and to extract more detailed information.

## **B** *Answers*

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① **a** edible      **b** rural      **c** opponent

② any three from: gathering wild honey, fruits and edible roots; catching fish with twine and sharpened bits of wire; killing birds with a slingshot; drinking milk from the cow; swimming in cold streams

③ (we were mostly) left to our own devices

④ **a** clay      **b** tree branches      **c** large rocks

**C** two ideas from: his love of the veld/nature/open spaces; it is cruel to humiliate someone; you should not dishonour someone you have defeated