

Appendix

Exercise 4 - Roger Casement - Hero or Villain

Suggested duration: 30 min

1. Learning aim of the task: students will learn new vocabulary and be exposed to native speakers (4.1). Students can contrast and judge statements in order to form a critical opinion, debate and discuss with other members of the class (4.2).
2. Short description of the task: A listening exercise is presented and students are asked to fill in the gaps based on a passage by Martin Duberman, which outlines a number of Casement's occupations held before he compiled the Congo report (4.1). Sentences on or about Casement are presented and the pupils are asked to sort them in a table according to the category hero or villain (4.2).
3. Prerequisites: Task (4.1) a listening exercise can be used as a task in and of itself or be combined to assist the delivery of the overall unit. It is suggested that exercise (4.2) is combined with at least the introductory tasks (1+2).
4. Required materials: Teachers need to print out the work sheet in advance (4.1) and have a laptop and projector ready (4.2).
5. Main student activity/output: language practice (vocabulary).
6. Key skill involved: listening and speaking.
7. Text references:
 - Exercise 4.1 is based on Duberman, Martin: *Luminous Traitor: The Just and Daring Life of Roger Casement, A Biographical Novel*, Oakland 2019.
 - Exercise 4.2 is based on the essay by Robert Burroughs (2009) 'Imperial Eyes or 'The Eyes of Another Race'? Roger Casement's Travels in West Africa', *The Journal of Imperial and Commonwealth History*, 37:3, 383-397.