**English Teachers’ Association of Israel**

**-SHARING GREAT IDEAS-**

**Winter Conference 2011**

**Wizo Nahalal Comprehensive High School**

**In search of lessons that make a difference**

**Short Play:**

**Arnold Wesker, “Little Old Lady”**

**Worksheets:**

M1: While-listening worksheet (plus key)

M2: Preparation of a dilemma discussion

M3: Group work instructions

M4: Dilemma discussion group evaluation sheet

M5: Skills page: How to write a pro / con essay

M6: Linking through language: Integrated speaking

and writing activities for “Little Old Lady”

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**M1 The five characters: what we learn about their lives and their behaviour**

*Listen to the play and take notes on the five characters:*

|  |  |  |
| --- | --- | --- |
|  | **Factual information about the character / characterization** | **Behaviour during the incident** |
| Tracy |  |  |
| Sam |  |  |
| Little Old Lady |  |  |
| Unpleasant Man |  |  |
| Jason (Big Man) |  |  |
| Harassed Woman |  |  |

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**Key: The five characters: what we learn about their lives and their behaviour**

*Listen to the play and take notes on the five characters:*

|  |  |  |
| --- | --- | --- |
|  | **Factual information about the character / characterization** | **Behaviour during the incident** |
| **Tracy** | still in school  intelligent, critical, sharp  sometimes bossy  extrovert  conscious of accent and class | rather meek during the conflict |
| **Sam** | doing his GCSE  easy going, friendly  not too bright | frightened by the scene |
| **Little Old Lady** | well educated  not well off  would have liked to have travelled  quite sharp  strict moral principles | courageous, stubborn, bloody-minded, not a bystander |
| **Unpleasant Man** | loves tension  “mean and aloof”  aggressive when criticized  inferiority complex | lights cigarette  provokes LoL  takes out second cigarette  lights cigarette |
| **Jason** | outwardly easy going  troubled by personal problems  wants others to be peaceable  dances as therapy | detached  warns others not to provoke the unpleasant man |
| **Harassed Woman** | has a lot of shopping  mother of children | first embarrassed, then annoyed  afraid of being late |

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**M2 Preparation of a Dilemma Discussion**

*Go over the text and take notes on the following tasks / questions:*

1. What are the facts?
2. Identify and define the dilemma at the heart of the text.
3. What values are at stake in the decision?
4. What options are available to resolve the dilemma?
5. Which options are most compelling? Why?
6. a) How would you resolve the dilemma?

b) What values did you rely on to make your decision?

1. What consequences (if any) do you see your decision has on the others involved?
2. Could you live with your decision? (If not, go back to 5, 6, 7, and examine other options to resolve the dilemma.

**M3 Instructions: Getting ready for our dilemma discussion**

* In each group there is a discussion leader and a note taker.
* **Getting started:** The discussion leader will ask each member of his / her group to present the findings he / she came up with in their homework.
* **Consolidation:** Work your way through the evaluation sheet using points 1 – 8 as prompts for your group discussion. (discussion + note taking)

🡪 (Work with **M4** Group evaluation sheet)

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**M4 Dilemma discussion** **Group evaluation sheet**

Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Note taker: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 1. **The facts** |  |
| 1. **Identification and definition of the dilemma** |  |
| 1. **Values at stake in a decision** |  |
| 1. **Options available to resolve the dilemma** |  |
| 1. **Most compelling option(s) / Give reason** |  |
| 1. **Resolution of the dilemma favoured by your group /**   **Values that influenced your decision** |  |
| 1. **The consequences of your group’s decision on the others involved in the dilemma situation** |  |
| 1. **Could you live with your decision?** (If not, go back to 5 and re-examine your options to resolve the dilemma.) |  |

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# M5: The pros and cons of pocket TV - structuring a text and picking out

**communicative phrases**

**(This page needs updating. Rewrite using ‘smart phones’ instead of ‘pocket televisions’.)**

**Topic:** ‘An increase in the number of pocket televisions will not benefit society.’

What do you think?

**Task 1:** *Look at the answer to this question below. Someone mixed up the paragraphs. Read the four paragraphs and put them in the right order. Write the correct letters A,B,C and D in the table below. (If you do not know the meaning of a word, just underline it. We’ll get back to it later.)*

**A** There are, however, some advantages. The pocket TV is very convenient. We can take it anywhere and never miss an important programme. Another good thing is that sports enthusiasts can enjoy important events wherever they wish. And one further benefit is that you can watch TV news any time.

**B** Twenty years ago *Walkmans* did not exist. Now everyone has them. Will the pocket television, one of the latest inventions, be as popular in 20 years' time?

**C** In my opinion the most important factor is its convenience. This will benefit society as long as we do not let it take over our lives.

**D** One major drawback of the pocket television is the tiny screen. It is so small that it may damage people's eyes. Another problem is that it is so convenient. People may watch one at parties, perhaps even while driving. This is not acceptable and could be dangerous. A further disadvantage is that people may watch TV even more than they do now.

|  |  |  |
| --- | --- | --- |
|  | **Letter** | **Heading** |
| Paragraph 1  Paragraph 2  Paragraph 3  Paragraph 4 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

*Now give each paragraph a heading from the box below.*

Opinion advantage introduction disadvantage

Adapted from: Richard Mac Andrew, Cathy Lawday: *Cambridge First Certificate Writing*. Cambridge: CUP 1993, pp. 32 – 34.

**Vocabulary matching exercise**

*Try to match the definitions with the words in the text* **M1**. (The words are not in the order in which they appear in the text!)

1. very small adj. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. be good for / be of help to v. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. creation n. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. most recent adj. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. disadvantage n. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. here: easy to use adj. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. an advantage gained from sth n. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. liked by everybody adj. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. practicality n. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. becoming greater in numbers v. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Score:** 10 - 9: Very good; 8 - 7: good; 6 - 5: average; 5 – 0:Don’t give up. Look harder in future.

**Talking and writing about advantages and disadvantages.**

**Task 2:** *Look through the composition above(***M1***) and write in the box below all the phrases used to introduce advantages and disadvantages.*

|  |  |  |
| --- | --- | --- |
| A major  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  One major  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | advantage  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  problem  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | is  is  is  is  is  is |

**Homework:**  1) Memorise the phrases in the box above.

2) Write an essay about the pros and cons of the little old lady’s

actions. Begin like this: “The little old lady had the courage of her own

conviction and stood up to a bully. But was this really a good idea?”

3) Indent your paragraphs. In English the first line of a new paragraph is set

back by about one centimetre.

Adapted from: Richard Mac Andrew, Cathy Lawday: *Cambridge First Certificate Writing*. Cambridge: CUP 1993, pp. 32 – 34

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**In search of lessons that make a difference:**

**integrated speaking and writing activities for “Little Old Lady”**

|  |  |
| --- | --- |
| **Speaking** | **Writing** |
| * **Soliloquy:** Imagine you are one of the six passengers on the underground train. After the incident you think about what you witnessed on the train and present your thoughts to an audience. | * **Interior monologue** (to be written by the students in preparation for the soliloquy, which is to be delivered orally) |
| * **Dilemma discussion** | * **Note taking** on preparation sheet prior to discussion |
|  | * **Pro / con essay:** The little old lady had the courage of her own conviction and stood up to a bully. But was this really a good idea? (See M5) |
|  | * **Letter to an Agony Aunt:** Dear Abby, I am writing to you because I witnessed something very brave / very stupid / on the Underground today. … |
| * **Chat show** (involving the six characters from the play) | * **Note taking + minutes** (to be written by a couple of students 🡪 Can be copied for the rest of the class and then serve as a basis for an essay) |
| * **Debate:** THB that the little old lady was right in standing up to the bully on the train and pulling the emergency break. | * **Pro / con essay** (see above) |
|  | * **Essay:** All that is necessary for evil to triumph is for good men to do nothing. (Edmund Burke) * **Essay:** Though shalt not be a perpetrator; though shalt not be a victim; and thou shalt never, but never, be a bystander. (Yehuda Bauer) |

Good luck with teaching the short play. If you have any questions about or comments on the lesson materials, please do not hesitate to contact me by email: [gunther.volk@gmail.com](mailto:gunther.volk@gmail.com)

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