

DUBLIN

21.5.-27.5.2017

ENGLISH AND CULTURE

Mgr. Viera Bačová



Literary Workshop – *Eveline*, a story from *Dubliners* by James Joyce

Activities

1. Lead-in – Share a personal experience, real or imaginary, with your class of a time when you left a familiar place for somewhere different (moving house, new school) and the feelings that you had about the move – fear, worry, uncertainty etc.

Then tell your class to remember a time in the past when they moved somewhere new. Listen to students' responses and ask about their feelings and thoughts at the time of moving.

It is important to draw on students' experiences in order to make texts relevant to their lives and to show them that their experiences matter

Tell class they are going to read and work on a short story that is about a young woman making a decision to leave a familiar place for a new life.

Read the story, *Eveline*.

Group work – Each group is given a short extract from the story and a question to address:

A. From reading this text what question do you have about Frank?

“Frank was very kind, manly, open-hearted. ... Of course, her father had found out the affair and had forbidden her to have anything to say to him. ‘I know these sailor chaps,’ he said. One day he had quarrelled with Frank, and after that she had to meet her lover secretly.”

B. From reading this text what question do you have about Eveline’s father?

“Even now, though she was over nineteen, she sometimes felt herself in danger of her father’s violence....dead mother’s sake....Sometimes he could be very nice .to make the children laugh.”

C. From reading this text what question do you have about Eveline’s relationship with Frank?

“Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. .. He would save her.”

When the groups have formulated one key question each, either get feedback from each group or pass the questions on so that every group has a different group’s question (s). Then discuss the following:

What is your response to this question based on evidence from the story?

Can you see any way of finding answers to these questions?

Role on the wall

Draw a large outline of girl/Eveline on board/sheet and tell group that we are going to be writing Eveline's feelings/emotions inside the body and the problems/pressures on her from her life outside the body – from home/family, work/peers and herself.

First everybody in groups will draw a body in outline and write words inside the body that they believe describe the girl's feelings and words outside the body that best describe the pressures on her from her life.

This is a good way to train students to be in a space, to organise themselves and to collaborate.

When class have done the activity tell them to pick one or two words on the girl(inside and outside) and put on the large body at top of room.

Irish Music

Porovnanie piesní s rovnakým názvom Galway Girl by Ed Sheeran

<https://www.youtube.com/watch?v=87gWaABqGYs>

Lyrics:

<http://www.metrolyrics.com/galway-girl-lyrics-ed-sheeran.html>

Galway Girl by Mundy

<https://www.youtube.com/watch?v=i3V-oXwCWL4>

Lyrics:

<https://genius.com/Mundy-galway-girl-lyrics>

Activities

What is the same and What is different?

'Ordinary Man' – song about unemployment by Christy Moore

http://www.lyricsmode.com/lyrics/c/christy_moore/ordinary_man.html

<https://www.youtube.com/watch?v=Llh5dUOz824>

1. What makes the speaker in this song an ordinary man?
2. How does the speaker feel about his situation?
3. What do you think is the main theme of the song?
Explain your answer.
4. What feelings does this song evoke in you? Explain your answer with reference to the lyrics.
5. Explain why you like or don't like this song. Refer to both lyrics and music.

Irish Films – The White Dress

Director: Vanessa Gildea

<https://vimeo.com/11162620>

Pre-viewing activity:

Share Communion memories within group first – what are peoples' favourite memories? Any negative experiences?

What type of experiences would you expect a film about a Communion day to capture/record?

Show film

Developing oral literacy:

Alternative titles for film

Was the film what you expected? – invite responses

Responses to film title – Was it a suitable title? Why do you think it was chosen?

Group/pair work – Think of alternative titles and reasons for choices, share ideas with class

Questions about film

What does the girl do to try to make the day special for herself? Ribbons, chips

Do you think it has been a special day for her?

Responses to last scene in film – girl sitting on bed, What could she be thinking? Is she thinking of anything? What is her state of mind?

Questions about film

What does the girl do to try to make the day special for herself? Ribbons, chips

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Responses to last scene in film – girl sitting on bed, What could she be thinking? Is she thinking of anything? What is her state of mind?

Character work

As a whole class activity draw matchstick figure on board and write key ideas around the figure

Give the girl a life – area she lives in, city, name and age, family situation/problems in the home, friends, base responses on what you see in film

Character work/use of adjectives

Describe what kind of person you think the girl is, class to give examples to support points – brave, independent, determined, caring (doesn't disturb person in bed), responsible, strong

This character work could be developed into a written profile piece to include the girl's age, appearance, home background



Design a Film Poster – A creative activity suitable for any of the short films

Choose one of the short films and then use the following list to brainstorm before you start to design a film poster. This work can be done individually, in pairs or in small groups.

- Title of film
- Text promoting film
- Colour scheme
- Main image
- Background image
- Font styles
- Font sizes
- Symbols
- Other features

Donkey (5 minutes) – Director: Louise Bagnall

<https://vimeo.com/43107262>

Write the expression “donkey work” on board and ask students have they ever heard of this phrase or know the meaning of it?

Explain meaning – hard, monotonous, routine work. The expression comes from the donkey’s traditional role as a domestic beast of burden, carrying heavy loads of turf in baskets

Postcards – Write Donkey’s postcard to his former boss.

Suggested layout for message:

1. Greeting,
2. Life is good now, details,
3. What donkey didn’t like about his old job, what boss needs to do
4. Sign off

Wanted poster - Donkey’s boss is furious, his business has suffered since donkey left. He wants donkey back as soon as possible. He decides to display “Wanted” posters in public places to try to find donkey. Your task is to make the "Wanted" poster for donkey.

Thanks

