

China's noisy 'dancing grannies' silenced by device that disables speakers

Level: Elementary – Teacher's notes

Article summary: How a dispute between exercise groups and residents has highlighted a lack of empathy and understanding between different generations, and what can or could be done to rectify this

Time: 90 minutes

Skills: Reading, speaking, directed writing

Language focus: Vocabulary & word pairs / collocations

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Hold a short group brainstorming session in which students offer short answers to these questions. Collect their answers on a board or shared screen.

If there isn't a public park nearby, talk about a similar public space such as a market square, or a public park in a nearby town or city.

2. Key words

- a. Students write the words from the wordpools next to the definitions on the lines provided. Then, they should find and highlight them in the article to read them in context.

Key:

- | | |
|--------------------|----------------------|
| 1. <i>grannies</i> | 6. <i>bully</i> |
| 2. <i>device</i> | 7. <i>fine</i> |
| 3. <i>disable</i> | 8. <i>respect</i> |
| 4. <i>speaker</i> | 9. <i>generation</i> |
| 5. <i>retired</i> | 10. <i>hostile</i> |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|----------------------|-------------------|
| 1. <i>retired</i> | 4. <i>respect</i> |
| 2. <i>device</i> | 5. <i>disable</i> |
| 3. <i>generation</i> | |

3. Comprehension

- a. Students decide whether the sentences are true or false and mark them accordingly.

Key:

1. *True*
2. *True*
3. *False. They do this to keep fit and socialize.*
4. *True.*
5. *True.*
6. *False. They have bought a technical device which stops the music.*
7. *False. Some cities make the groups pay money if they are too loud.*
8. *True.*

4. Key language

- a. Students match the words to make word pairs from the article.

Key:

1. *sporting ground*
2. *tech solutions*
3. *social life*
4. *square dancing*
5. *bluetooth earphones*

- b. With a partner they talk about what each one means and try to come up with definitions, looking up any they do not know or understand. Before moving on, ask the whole group to share their answers so that they, and you, can make sure that they all know what each word pair means.

- c. Next, they use them to complete the sentences about the article.

Key:

- | | |
|-------------------------------|---------------------------|
| 1. <i>bluetooth earphones</i> | 3. <i>sporting ground</i> |
| 2. <i>square dancing</i> | 4. <i>social life</i> |
| | 5. <i>tech solutions</i> |

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- d. Then they use them in sentences of their own - preferably sentences about their own life.

5. Discussion topics

- a. Students talk about their preference and tolerance for noise.
- b. Student discuss the question.

6. In your own words

- a. Divide the group in half so students write a letter or an email to their local newspaper (or another local news outlet) about their situation as outlined in either A or B.

If possible, students should work in pairs or small groups to encourage collaborative writing.

When they have finished, corrected, and reworked their letter or email, they can exchange it with students who wrote from the other perspective.