

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

Level: Intermediate – 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 find words in the article that match the definitions and write them on the lines provided. Then they should find and highlight them in the article to read them in context.

Key:

- | | |
|---------------------|---------------------|
| 1. <i>gather</i> | 6. <i>effective</i> |
| 2. <i>standoffs</i> | 7. <i>bullying</i> |
| 3. <i>confront</i> | 8. <i>intervene</i> |
| 4. <i>dilemma</i> | 9. <i>arrests</i> |
| 5. <i>disable</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>bullying</i> | 4. <i>dilemma</i> |
| 2. <i>confront</i> | 5. <i>disable</i> |
| 3. <i>intervene</i> | |

3. Comprehension

- a. Students decide whether the sentences are true or false and correct any that are false.

Key:

1. *True*
2. *True*
3. *False. They do this to keep fit and socialize.*
4. *True*
5. *True*
6. *False. They have bought something like a stun gun. You point it at the speakers that are blaring the music, and the device 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. *residential areas*
3. *tech solutions*
4. *stun gun*
5. *square dancing*
6. *financial burden*
7. *social life*
8. *police response*

- b. With a partner, they talk about what each one means and try to come up with definitions. 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 in sentences about the article.
- d. Then, they use them in sentences of their own that are not related to the article.

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5. Discussion topics

- a. Students discuss the questions directly connected to the article.

6. In your own words

- a. Divide the group in half so students write a letter or email about their situation as outlined in either A or B. Ask the whole group to decide who they are writing to: the local council, the park authorities, the local newspaper, etc. Everyone should be writing to the same place and should choose the appropriate form and length of letter or email for the situation.

Allow students to work in pairs or small groups to encourage collaborative writing. When they have finished their letter or email, they should exchange it with students who wrote from the other perspective. Ask them to read the letter and respond to it.