

ESCAPADE THEATRE

SILENCE

Teacher's Materials

ESCAPADE THEATRE

Activity One

Listen to and/or Read 'The Story of SILENCE'.

Teacher's notes

Time: 20 - 30 minutes

Level: A2 / B1

Skills Focus: Listening and reading (possibly speaking).

Aim: To familiarize the student with the story of SILENCE. It's also an opportunity for the students to learn any new vocabulary.

At the Oscars Ceremony, Hollywood superstar Lillian Lawford is receiving an Honorary Lifetime Achievement award from the Academy of Motion Picture Arts. In her acceptance speech, she looks back over her glittering career.

She goes back to 1922, when she arrived in Hollywood from her native Sweden, with the dream of getting into the movies. She auditioned for the famous producer Sam Kaminsky and was offered a million-dollar contract. Mr. Kaminsky changed her name from Gun-Britt Gentzel to Lillian Lawford.

Alone in Hollywood, Lillian made friends where she could. Howard, a make-up man, was friendly and welcoming towards her. He advised her to be tough, and to beware of Hollywood "wolves" (predatory males).

On her first day of filming, Lillian met Charles, a British actor who was already a star of the silent screen. He became a good friend to her, helping her on the set and giving her confidence.

That first movie was a hit, and Lillian and Charles formed a popular on-screen partnership. They worked together on many successful movies and spent a lot of time together off-set; visiting each other's homes and playing tennis.

Charles treated Lillian with kindness and courtesy. However, not everybody in Hollywood was so nice – as Lillian would soon find out...

Activity Two

True or False

Teacher's notes

Time: 20 - 30 minutes

Level: B1 / B2.1

Skills Focus: Listening / reading and writing / speaking.

Aim: To test the students' comprehension of the synopsis of the play. This can be done as listening comprehension or reading comprehension, depending on the students' level / skills / needs. It could also be an opportunity for students to work in pairs to discuss the correct answers.

Answers:

1. False The play is set in Hollywood, California.
2. True
3. True
4. False He was a Hollywood producer.
5. False Her contract was worth \$1,000,000.
6. False She made a few friends, like Howard and Charles
7. False He was British
8. True
9. False They spent a lot of time together off-set. 10. False Not everyone (as Lillian would soon find out)

True or False:

Read and/or listen to 'The Story of SILENCE'. Decide if the following statements are true or false, then correct the false statements.

1. The play is set in London.
2. Lillian Lawford was Swedish.
3. Her real name was Gun-Britt Gentzel.
4. Sam Kaminsky was a Hollywood director.
5. Mr. Kaminsky gave Lillian a contract worth \$500,000.
6. Lillian didn't make any friends in Hollywood.
7. Charles was an American movie star.
8. Charles and Lillian made lots of movies together.
9. They never saw each other except when they were working.
10. Everyone in Hollywood was very nice.

Activity Three

The Characters and Who Said That.

Teacher's notes

Time: 30 - 40 minutes

Level: A2 / B1

Skills Focus: Listening and/or reading (possibly speaking).

Aim: To familiarize the student with the characters in SILENCE.

Answers: Who Said That?

1. Well, Miss Fairmeasure, I'll make sure he gets that message. **Linda**
2. You have to be hard in this town. Never give in, never back down. **Howard**
3. It's always been my dream to step off a bus and onto a screen. **Gunn-Britt**
4. I don't care how much he's asking; I want Don Chaney! **Kaminsky**
5. Here we're all friends, no hierarchy, we're all equals. **Charles**
6. She's gonna be a sensation. I've sent her over for a makeover, she's gonna look great! **Kaminsky**
7. He's one of the few friends I have in this town. **Gunn-Britt**
8. Come in, sit down, fill up a space. Watch in the mirror as I transform your face. **Howard**
9. An "audition"? Why can't they think of something new? **Linda**
10. First off, I look at you, then you look at me. I look away. Take a pause and then you look away again. Finally, we both look together at once and both away with shame. That's the scene! **Charles**

Activity Three The Characters

Read / listen to these descriptions of the characters in SILENCE. Use the information to help you with the “Who Said That?” exercise, and then check your answers.

Gunn-Britt Gentzel (also known by her stage name, Lillian Lawford) is a star-struck youngster from Sweden who dreams of working in the movies. She achieves that dream but is quite naïve and gullible at first. In her early years in Hollywood she has few friends, and at times she feels like a fish out of water.

Sam Kaminsky is a cynical Hollywood producer. He is very well-connected in the movie business. He can make someone a star or break their career. Sam is a hard-headed businessman who believes everybody has their price, and he uses his position of power to manipulate people.

Charles is an established movie star when Lillian arrives in Hollywood. Lillian meets him on her first day of filming and he helps her to feel at home on the set. Charles becomes Lillian’s friend, and they make a lot of movies together. He always treats her kindly.

Howard works for Kaminsky Pictures in the wardrobe and make-up department. He is assigned the job of creating Gunn-Britt’s image as Lillian Lawford. He advises her to be tough and beware of Hollywood “wolves”.

Linda is Sam Kaminsky’s secretary. She has become hardened to Hollywood ways and especially to Kaminsky’s behaviour. She spends a lot of time dealing with unsolicited phone calls from people who want to get into movies.

Who Said That? (Student's copy)

Look at the character list below. Decide who you think says each of the extracts 1 - 19. There are two extracts for each character. Use the information above to help you. Now listen to the extracts. Were you right?

- Gunn-Britt / Lillian
- Kaminsky
- Charles
- Howard
- Linda

1. Well, Miss Fairmeasure, I'll make sure he gets that message.
2. You have to be hard in this town. Never give in, never back down.
3. It's always been my dream to step off a bus and onto a screen.
4. I don't care how much he's asking; I want Don Chaney!
5. Here we're all friends, no hierarchy, we're all equals.
6. She's gonna be a sensation. I've sent her over for a makeover, she's gonna look great!
7. He's one of the few friends I have in this town.
8. Come in, sit down, fill up a space. Watch in the mirror as I transform your face.
9. An "audition"? Why can't they think of something new?
10. First off, I look at you, then you look at me. I look away. Take a pause and then you look away again. Finally, we both look together at once and both away with shame. That's the scene!

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Activity Four

Vocabulary Extension

Teacher's notes

Time: 30 - 40 minutes

Level: B2.2

Skills Focus: Extension vocabulary and idiom and speaking. **The world of cinema.**

Match these words to their definition (A - M). *audition, box office, cast, credits, extra, frame, lead, premiere, screening, script, soundtrack, stunt, trailer*

- A. The words of a film, play, broadcast, or speech. **script**
- B. The first public performance of a play or any other type of entertainment. **premiere**
- C. An exciting action in a film that is dangerous or appears dangerous and usually needs to be done by someone skilled. **stunt**
- D. A person in a film who does not have a speaking part and who is usually part of the scene, for example, in a crowd. **extra**
- E. The place in a cinema or theatre where tickets are sold. **box office**
- F. The main part or actor in a film or play. **lead**
- G. One of the individual images that go together to form a cinema film. **frame**
- H. The list of the names of people and organizations who helped to make a movie or television programme, which is shown at the beginning or the end. **credits**
- I. The actors in a film, play, or show. **cast**
- J. A showing of a film. **screening**
- K. The sounds, especially the music, of a film. **soundtrack**
- L. An advertisement for a movie, often showing a few, brief parts of it. **trailer**
- M. A short performance that an actor, musician, dancer, etc. gives in order to show they are suitable for a particular play, film, show, etc. **audition**

Activity Four (Students copy)

VOCABULARY extension. The world of the cinema.

Match these words to their definition (A - M). *audition, box office, cast, credits, extra, frame, lead, premiere, screening, script, soundtrack, stunt, trailer*

- A. The words of a film, play, broadcast, or speech.
- B. The first public performance of a play or any other type of entertainment.
- C. An exciting action in a film that is dangerous or appears dangerous and usually needs to be done by someone skilled.
- D. A person in a film who does not have a speaking part and who is usually part of the scene, for example, in a crowd.
- E. The place in a cinema or theatre where tickets are sold.
- F. The main part or actor in a film or play.
- G. One of the individual images that go together to form a cinema film.
- H. The list of the names of people and organizations who helped to make a movie or television programme, which is shown at the beginning or the end.
- I. The actors in a film, play, or show.
- J. A showing of a film.
- K. The sounds, especially the music, of a film.
- L. An advertisement for a movie, often showing a few, brief parts of it.
- M. A short performance that an actor, musician, dancer, etc. gives in order to show they are suitable for a particular play, film, show, etc.

Activity Five (Teacher's copy)

VOCABULARY extension. IDIOMS.

The play touches on the topic of keeping secrets.

Fill the gaps in sentences 1 – 8 with the following forms of these idioms about keeping, telling, and giving away secrets.

as quiet as a mouse

behind closed doors

bite my tongue

let the cat out of the bag

my lips are sealed

poker face

spilled the beans

sweep them under the rug

1 They accidentally **spilled the beans** and ruined the surprise party.

2 Her brother is as **quiet as a mouse** You never know what he's thinking.

3 I had to **bite my tongue** to avoid spoiling the episode for them.

4 He was very nervous before the meeting, but he tried to keep a **poker face**

5 Linda knew about what happened **behind closed doors** during the auditions.

6 I won't tell you anything about my friend's secret - **my lips are sealed**

7 Please, talk to me about your problems. It's not healthy to **sweep them under the rug**

8 Michael sent a message to the wrong contact and **let the cat out of the bag**

Discussion: Try to use some of the vocabulary above.

Talk about:

- the kinds of movies you usually like / dislike
- a film you have seen recently that you would recommend

Activity Five Student's copy

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Fill the gaps in sentences 1 – 8 with the following forms of these idioms about keeping, telling, and giving away secrets.

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sweep them under the rug

1 They accidentally _____ and ruined the surprise party.

2 Her brother is _____. You never know what he's thinking.

3 I had to _____ to avoid spoiling the episode for them.

4 He was very nervous before the meeting, but he tried to keep a _____.

5 Linda knew about what happened _____ during the auditions.

6 I won't tell you anything about my friend's secret - _____.

7 Please, talk to me about your problems. It's not healthy to _____.

8 Michael sent a message to the wrong contact and _____.

Discussion: Try to use some of the above expressions.

A Talk about a time you had to keep (or didn't keep) a secret.

B If you have already seen the play:

- What secret does Howard keep, and why?
- Why does Lillian decide not to tell anyone about Kaminsky?

Activity Six

Pair Work – Harvey Weinstein

Teacher's notes

Time: 30 - 40 minutes

Level: B1 / B2.1

Skills Focus: Writing, speaking.

Aim: To allow students to use a variety of question forms.

Notes: Separate the text into two parts. Give students part A or part B equally. Give the students ten minutes to work on the questions either individually or in groups. Then put students into pairs (one part A, one part B) and let them ask and answer the questions to complete the information.

Variation: To make the activity more difficult take away the question words given in the answer. To make the activity easier add extra words. e.g.

Which reported this?

Answer Key:

Obviously, there are various possible ways of phrasing each / any of the questions, but these are perhaps the simplest:

1. Which periodicals reported this?
2. When did they report it?
3. Which film company did he work for?
4. How long had it (allegedly) been going on?
5. How many women have accused him?
6. Which organisation was he expelled from?
7. When was he arrested?
8. Which prize were the two periodicals awarded?
9. Under what hashtag did women share their experiences?
10. What name was given to the scandal's impact?

Part A

Two periodicals, 1 reported in October 2017 that dozens of women accused American film producer Harvey Weinstein, formerly of 3..... company, and The Weinstein Company (TWC), of rape, sexual assault and sexual abuse over a period of at least 30 years. 5 women in the film industry have since accused Weinstein of such acts. Weinstein denied "any non-consensual sex". Shortly after, he was dismissed from TWC, expelled from the Academy of Motion Picture Arts and other professional associations, and disappeared from public view.

Criminal investigations into complaints from at least six women are ongoing in Los Angeles, New York City, and London. On 7....., Weinstein was arrested in New York, charged with rape and other offences, and released on bail.[1]

The two periodicals were awarded the 2018 Pulitzer Prize for Public Service for their coverage of Weinstein. The scandal triggered many similar allegations against powerful men around the world and led to the ousting of many of them from their positions. It also led a great number of women to share their own experiences of sexual assault, harassment, or rape on social media under the hashtag 9 The scandal's impact on powerful men in various industries came to be called the "Weinstein effect".

1. Which periodicals?
3. Which company.....?
5. How many.....?
7. When.....?
9. Under what.....?

Part B

Two periodicals, The New York Times and the New Yorker, reported in 2..... that dozens of women accused American film producer Harvey Weinstein, formerly of Miramax Films company and The Weinstein Company (TWC), of rape, sexual assault and sexual abuse over a period of at least 4..... years. More than 80 women in the film industry have since accused Weinstein of such acts. Weinstein denied "any non-consensual sex". Shortly after, he was dismissed from TWC, expelled from 6..... the Academy of Motion Picture Arts and other professional associations, and disappeared from public view.

Criminal investigations into complaints from at least six women are ongoing in Los Angeles, New York City, and London. On May 25, 2018, Weinstein was arrested in New York, charged with rape and other offences, and released on bail.[1]

The two periodicals were awarded the 8 for their coverage of Weinstein. The scandal triggered many similar allegations against powerful men around the world and led to the ousting of many of them from their positions. It also led a great number of women to share their own experiences of sexual assault, harassment, or rape on social media under the hashtag "Me too". The scandal's impact on powerful men in various industries came to be called the 10.....

2. When?
4. How long?
6. Which organisation?
8. Which prize?
10. What name?

Activity Seven

Text Comprehension – Listening 1

Teacher's notes

Level: B2 / C1

Skills Focus: Listening.

Aim: To gain confidence in their ability to make intelligent guesses about new vocabulary (in this case, colloquial US English) in real-time.

Notes: It would be a good idea for students to check their comprehension by reading the transcript after listening (rather than being 'given the correct answers' by the teacher), and to select interesting new vocabulary and idiom therein.

Answers:

- 1 F
- 2 F
- 3 T
- 4 F
- 5 F
- 6 T
- 7 F
- 8 F
- 9 T

You are going to listen to a short extract from the play, a monologue by Sam Kaminsky. Decide if the statements below are true or false, according to what he says. Read the statements before you listen. You should listen at least twice.

- 1 The film he is watching is terrific.
- 2 He's lucky to have his job.
- 3 The movies he makes are of high quality.
- 4 To be a successful movie actor, talent is more important than looks.
- 5 He never works with children or animals.
- 6 Incidental music is very important in his movies.
- 7 His films are mostly of the 'Social Realism' genre.
- 8 Making good movies is a complex undertaking.
- 9 He's looking for a new leading lady.

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Transcript

KAMINSKY:

Am I paying for that!? It's a waste of my valuable money and a piece of worthless crap! Am I spending my hard-earned money on THAT!? And who's that dumb, ham dame?! She ain't worth a single frame!!!

Take it off my screen. Writer? Director? He doesn't know a camera from a projector!

You gotta know these things!

I didn't get here by chance, you know, by some gypsy-style lucky beads. I got here because I give people quality, I give people what they need...dreams, laughter, tears, make no mistake.

ENTERTAINMENT! for Chrissake.

This is how it is.

Forget the schools, forget "talent". All you need is the right balance. A handsome guy with muscles this big and a pretty little dame. And then some little kid or a dog, even better if it's lame. Wall-to-wall music to tell the viewer what and when to feel. And a car chase or a fight, something that seems a little real. Gotta have some laughs, suspense, maybe even fear, a song or two, a dance routine, shed a little tear. But nothing too real, nothing to shock or to offend. And it all leads us to that pot of gold - a sentimental happy end.

It's that simple, like a well-baked pie. The heroines are always pretty, and the heroes never die. So, I don't wanna see a film with some useless ass, I wanna a sassy broad with style and class. But now they gone and left me in the lurch. To find another actress I gotta start a search.

Activity Eight

Prepositional collocations and phrasal verbs.

Teacher's notes

Level: B2/C1

Skills Focus: Grammatical analysis and reproduction.

Aims: Raising awareness of the importance of syntactical arrangement. Helping students to notice prepositional collocations in context.

Part 1: Fill the gaps.

Complete the following extracts from the script of SILENCE and the rest of this work pack, by putting in the correct preposition into each space. Choose from the following prepositions:

AFTER	DOWN	OFF
AS	FOR	ON
AT	FROM	OUT
AWAY	IN	UP
BACK	LIKE	WITH

1 In her acceptance speech, Lilian looks over her glittering career.

2 First off, I look you, then you look me. I look

3 It's always been my dream to step a bus and onto a screen.

4 Come, sit, fill a space. Watch the mirror I transform your face.

5 She feels, a fish out of water.

6 She spends a lot of time dealing unsolicited phone calls.

7 You have to be hard this town. Never give, never back

ANSWERS

Part 1: the prepositions:

1 In her acceptance speech, Lilian looks back over her glittering career.

2 First off, I look at you, then you look at me. I look away

3 It's always been my dream to step off a bus and onto a screen.

4 Come in sit down fill up a space. Watch in the mirror as I transform your face.

5 She feels like a fish out of water.

6 She spends a lot of time dealing with unsolicited phone calls.

7 You have to be hard in this town. Never give up, never back down.

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Part 2: Classifying.

Now you have the correct sentences, look back at the following prepositional collocations in context:

- 1 back down
- 2 come in
- 3 deal with
- 4 feel like
- 5 fill up
- 6 fish out of water
- 7 give up
- 8 in the mirror
- 9 in this town
- 10 look at
- 11 look away
- 12 look back
- 13 step off
- 14 watch... as I....

With a partner, try to classify each of them under one of the following headings:

- A Preposition of movement / direction
- B Preposition of place
- C Preposition of time
- D Prepositional collocation (verb / object)
- E Prepositional phrase
- F Phrasal verb
- G Idiomatic phrase

ANSWERS

- 1 F 8 E
- 2 A 9 E
- 3 D 10 A
- 4 D 11 A
- 5 F 12 F
- 6 H 13 A
- 7 F 14 C

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Part 3: Creating.

With a partner, choose four of the collocations that you want to incorporate into your active English lexicon, and create four gap-fill sentences for another pair to fill in, like the examples below:

BACK DOWN

COME IN

DEAL WITH

FEEL LIKE

- 1 I find it hard to difficult customers.
- 2 Don't stand out there in the cold. and have a cup of tea.
- 3 If you stand up to bullies, they usually
- 4 She caught me out in a lie, and made me a fool.

Activity Nine

Listening 2

Teacher's notes

Level: B2 / C1

Skills Focus: Listening comprehension (TAVI task) and discussing &/or writing definitions / explanations of new language chunks encountered in the transcript (TALO task).

Aims: Exploiting (listening) text for learning new language chunks (colloquial and idiomatic phrases) in context.

Part 1: Questions and answers

Listen to a scene from the play and choose the best answers (A-C) for questions 1-5 below.

1 When Charles and Lilian first meet

- A They already have a positive impression of each other
- B They already have a negative impression of each other
- C They have never heard of each other

2 Charles tells Lilian

- A There is a very strict hierarchy in the studio
- B There is no hierarchy in the studio, everyone is equal
- C Everyone is equal in the studio, except for the director

3 Charles

- A has had good night's sleep
- B hasn't slept much because he was studying the script
- C hasn't slept much, but wasn't studying the script

4 The scene they rehearse is about

- A two people who are working in a theatre
- B two people who are flirting with each other
- C two people who are avoiding each other

5 Lilian gets angry with

- A Charles
- B the director
- C Mr. Kaminsky

Part 1: Questions Student's copy

Listen to a scene from the play and choose the best answers (A-C) for questions 1-5 below.

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5 Lilian gets angry with

- A Charles
- B the director
- C Mr. Kaminsky

Activity Nine Scene 6 of SILENCE

LILLIAN is sitting on the sofa, quite nervous. This is to be her first day of filming. There is also a chair onstage. CHARLES enters, assured and goes straight to greet her. She gets up to shake his hand.

CHARLES: Lillian! I've heard so much about you, all good, nothing bad.

LILLIAN: If it were to the other way around it would be rather sad.

CHARLES: Please, sit, no need to stand on ceremony.

They both sit.

CHARLES: I'm Charles.

LILLIAN: Oh, I know who you are - you're legendary.

CHARLES: Well, yes, but here we're all friends. No hierarchy, we're all equals. Well, except for him.

LILLIAN: Him?

CHARLES: The director. He's a winging fart. A little dictator and a pain in the arse. An ugly little man.

LILLIAN: Perhaps what you need is a woman.

CHARLES: There used to be lots, directors, producers but let's face it, no man likes an intelligent and talented woman earning more than he does. You should take care.

LILLIAN: Well, thank you for seeing me as intelligent and talented, as you oughta.

CHARLES: You're welcome. *(Aside)* I see you more like a lamb for the slaughter.

DIRECTOR: *(Enters)* Hello Charles, good morning everyone. Welcome to the madhouse, Lillian. I trust you had a good night's sleep and are raring to go. You got the script ok?

CHARLES: Yes.

LILLIAN: No!

DIRECTOR: Here we go, another good start to the day! I don't doubt you were up all night studying the script, eh, Charles?

CHARLES: Oh, I was up all night, sure enough. *(to Lillian)* Didn't see the script though.

DIRECTOR: Take five. Get Lillian up to speed, tell her all about the scene, tell her what she needs.

(They rehearse scene of A Night in the show)

CHARLES: Very simple really, no bother. Boy sees girl. Girl sees boy. They fall for each other. We're at the theatre, waiting for the show to start, I sit over here, you sit where you are.

(He sits on the chair.) You see me, find me quite amusing.

LILLIAN: You are.

CHARLES: Well, I'm all boxed in and find you quite appealing.

LILLIAN: I am!

CHARLES: You've been discovered and give me the cold shoulder.

LILLIAN: How's that?

CHARLES: One thing is admiring me when I'm not looking, another is when you're caught out doing it.

LILLIAN: I get it.

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CHARLES: So, you give me the cold shoulder but can't resist another look and call me over. You play hard to get.

LILLIAN: Why?

CHARLES: Well, because you're not comfy yet. And nor am I. So, I slide across your knees and find myself at ease. Now it's a game of mismatched glances.

LILLIAN: I got confused – who's looking at who?

CHARLES: First off, I look at you, then you at me, I look away.

LILLIAN: What do I do?

CHARLES: Take a pause and then you look away again. Finally, we both look together at once and both away with shame. That's the scene!

LILLIAN: I think I got it!

DIRECTOR: Ok, let's do a run through, no talking. Silence is golden.

CHARLES: *(Aside)* The voice of god has spoken.

DIRECTOR: Charles, give her the fan.

CHARLES: Oh yes.

(He takes a fan out of his pocket and gives it to her.)

LILLIAN: Is that your biggest fan?

CHARLES: I thought you were my biggest fan.

DIRECTOR: Let's get to it! In this scene the camera will be out front.

(They re-enact the choreography while the director gives direction.)

DIRECTOR: That's it. Get that fan higher up. Lillian, look at him. You like what you see. Look away Lillian. Now look back. Beckon him over. That's it, good, very good Charles, you're fantastic! Ha ha, I'm loving it. Now climb over her, that's it. Enjoy, Lillian, not every day you have a big stars' balls in your lap. Now look at him... look away ... both look together, and away. Charles you were fantastic. This time Lillian, hold the fan a little higher, a little bit... we're not so interested in your face, we want to see your tits.

LILLIAN *(indignant)*: I think Mr. Kaminsky might have something to say about that!

(There is a long silence.)

LILLIAN: Hello?!

DIRECTOR: I want you both in makeup and hair and then on the set in one hour. *(Exits)*

CHARLES: Good for you, Lillian! Give him what for.

LILLIAN: You don't think it was too much, I mean, it is my first day.

CHARLES: As long as you've got Kaminsky. It's a good card to play. Give him what he wants, and you'll get your own way.

LILLIAN: I'm not sure.

CHARLES: Oh, come on. No long face, no frown. It's just the way things work in this town.

Part 2: Colloquial and idiomatic language in context.

A) Read the transcript of the scene. Work together with a partner to discuss what you think are the meanings of the following words and phrases from the scene, given their context. Write definitions or explanations of them, as in the example (0).

- 1 to stand on ceremonyto behave in a formal way.....
- 2 a pain in the arse
- 3 a lamb for the slaughter
- 4 raring to go
- 5 (to be) up all night
- 6 sure enough
- 7 To get (somebody) up to speed
- 8 (to be) all boxed in
- 9 To give (somebody) the cold shoulder
- 10 (to be) caught out doing something
- 11 How's that?
- 12 I get it!
- 13 To call (somebody) over
- 14 To play hard to get
- 15 To find (one's self) at ease
- 16 To (beckon) someone over
- 17 Give him what for!
- 18 To get (one's) own way
- 19 A long face

B) Go online and look up the phrases to check your ideas. One of you can look up phrases 1-9, and the other numbers 10-18. Tell each other what you find out. Were you right? Which of the phrases which are new to you would you like to be able to incorporate into your active English lexicon?

Activity Ten

Listening 3

Teacher's notes

Level: B1 / B2.1

Skills Focus: Listening for gist. Reading.

Answers:

- A. Sam Kaminsky abused Lillian Lawford, but nobody knew about it at the time.
- B. Sam Kaminsky abused several actresses, including Lillian Lawford, but nobody knew about it at the time.
- C. Sam Kaminsky abused Lillian Lawford, and lots of people knew about it.
- D. Sam Kaminsky abused several actresses, including Lillian Lawford, and lots of people knew about it, but nobody reported it to the police.
- E. Sam Kaminsky abused several actresses, including Lillian Lawford, and lots of people knew about it. One woman reported it to the police, but Sam used his influence to avoid prosecution.
- F. Sam Kaminsky abused several actresses, including Lillian Lawford, and lots of people knew about it. One woman reported it to the police. Sam was prosecuted but used his influence to avoid conviction.
- G. Sam Kaminsky abused several actresses, including Lillian Lawford, and lots of people knew about it. One woman reported it to the police. Sam was prosecuted but used his influence to avoid conviction.
- H. Sam Kaminsky abused several actresses, including Lillian Lawford, and lots of people knew about it. One woman reported it to the police. Sam was prosecuted and eventually convicted.

Activity Ten Student's copy

Listening 3

Listen to a scene from the play and decide which of the following short texts (A-E) best summarizes it.

- A. Sam Kaminsky abused Lillian Lawford, but nobody knew about it at the time.
- B. Sam Kaminsky abused several actresses, including Lillian Lawford, but nobody knew about it at the time.
- C. Sam Kaminsky abused Lillian Lawford, and lots of people knew about it.
- D. Sam Kaminsky abused several actresses, including Lillian Lawford, and lots of people knew about it, but nobody reported it to the police.
- E. Sam Kaminsky abused several actresses, including Lillian Lawford, and lots of people knew about it. One woman reported it to the police, but Sam used his influence to avoid prosecution.
- F. Sam Kaminsky abused several actresses, including Lillian Lawford, and lots of people knew about it. One woman reported it to the police. Sam was prosecuted but used his influence to avoid conviction.
- G. Sam Kaminsky abused several actresses, including Lillian Lawford, and lots of people knew about it. One woman reported it to the police. Sam was prosecuted but used his influence to avoid conviction.
- H. Sam Kaminsky abused several actresses, including Lillian Lawford, and lots of people knew about it. One woman reported it to the police. Sam was prosecuted and eventually convicted.

Transcript of the scene.

Scene 13 of SILENCE

Activity Ten HOWARD and LINDA onstage.

HOWARD: Everyone knew.

LINDA: Oh, everyone knew... it was common knowledge.

HOWARD: It was seedy and dirty and loveless and torrid.

LINDA: Abusive and heartless and harmful and horrid.

HOWARD: He was charismatic, surrounded by artists, excitement and fun.

LINDA: She was gutsy, with talent, naïve, maybe dumb.

HOWARD: She came up from the sewers and shone like the sun!

LINDA: But was trapped in his web and dragged down again. There's a name for men like that. There are many.

HOWARD: In the cause of his pleasure, he destroyed so many lives. Ruined careers and darkened the skies.

LINDA: I thought about saying something.

HOWARD: We all did at times.

LINDA: There were a few cases, at least there was one, a girl told police what Kaminsky had done. But a powerful man has powerful lawyers, plenty of money and plenty of buyers. So, when the trial came to nothing, there was nothing to do. He was free to continue to hurt and abuse. Wait and see what happens in this trial – she doesn't have a chance.

HOWARD: He holds all the cards, could have the outcome rigged. The power disparity is just too big. Kaminsky can shut down all. He can silence everyone. He's above the law. He hires and fires labour.

LINDA: They prioritise business over his behaviour.

BOTH: And we say nothing more.

They remain silent and bow their heads. Lights out.

Activity Eleven

Video

<https://www.youtube.com/watch?v=51-hepLP8J4>

Watch this video of a sketch from a recent BBC TV comedy programme. Then watch it again WITH the subtitles.

In pairs / groups discuss the following questions:

1. What point is the sketch making?
2. Does it do that effectively, in your opinion?
3. This sketch is made in and set in the UK. Are things different in any way in this situation in your country? If so, how?

Optional extra activity:

Watch the sketch again with the subtitles and note down new / interesting vocabulary / collocations / idioms / colloquial phrases. Compare your list with your partner / group. Which of the phrases would you like to be able to incorporate into your active English lexicon?

Answers:

1. This is the way women are often treated by the police in the UK when they report having been victims of rape or sexual abuse. Making the victim a man who has been mugged, and making the police officers women, is intended to highlight the absurdities of a system that often tends to make the victims of these crimes feel like they are being accused of being responsible for that abuse.
2. Students' own answers. Monitor and feedback on vocabulary, syntax, grammar and/or pronunciation issues arising.
3. Students' own answers. Monitor and feedback on vocabulary, syntax, grammar and/or pronunciation issues arising.