



## PEOPLE AND JOBS: POLITICS AND CULTURE

### (PEER-TEACHING, LISTENING AND PROJECT-WORK USING AUDIO-VISUAL INPUT)

Created by:

TARNAI GÁBOR

#### 1. Lesson content – Introduction of the topic; Topic and method relation:

This paper focuses on politics and voting rights while exploiting British history and culture. The class concentrates on an episode called Dish and Dishonesty of Blackadder the Third. The methods involve peer-teaching, listening and project-work using audio-visual input and use the Direct Method by an extensive listening comprehension practice and scarcely the Grammar-Translation Method for the clarification of the arduous vocabulary. The authentic script of spoken English is backed up with the original subtitles. The peer-teacher's teaching-material can be done in ITC format, using pre-edited video files and/or slideshow with hotkeys.

Peer-teaching may take different forms. In this paper, peers do their own research, compile their own handouts, and are capable of carrying out even two lessons on a comprehensive topic. The teachers' main role is to provide the peer-teachers with necessary equipment, ideas and a wide selection of background information. As facilitators, they should simply channel the peer-teachers' concepts of the class-work, and present some further ideas and bibliography if necessary. The peer-teacher of the class is Budányi Dániel. The follow-up slides were produced by Varga Andrea.

#### 2. Competences to improve:

##### Personal competences

Self-esteem, confidence, self-control, adaptability to L2 environment, initiation, external and internal motivation, ingenuity

##### Social competences

Empathy, cooperativeness, communicative rationality, developing understanding, appreciation of others, tolerance, team-building, raising cultural awareness, resourcefulness,

##### Cognitive competences

Critical thinking, analytical skills, higher order processes of application and evaluation, inventiveness, , cultural adaptability to L2 environment, imagination, assessment

#### 3. Target group:

Secondary school students. Ages: 16-18. Grades: 10-12.





#### 4. Preliminaries:

Upper-intermediate and advanced groups. (Impossible for beginners or pre-intermediate learners.) (B2; C1)

#### 5. Teaching materials and equipment:

DVD or multimedia player with a Video Display Unit (a TV-set or a projector) a board (or a flipchart or SMART board), plenty of markers, sheets, and handouts.

#### 6. Comments and remarks:

This should be the second part of a three-session-long module on Politics and Culture. The Ls should be familiar with the essential vocabulary of politics. The Optional follow-ups are the final sessions.

As L2 learners prepare their own material, they usually produce what they generally understand. First, T should help the PT to choose the topic carefully and provide them with feasible ideas; however they should not interfere into the actual work. PTs are strongly recommended to exploit all the accessible material on the given topic using Wikipedia, IMDB, subtitles, etc.

For the creators it is an absolutely extensive way to practice the target language and try to compile facts and ideas about their interests; therefore, they can teach what they have already acquired on the topic. As for Ts, they should considerably pre-watch the episodes and pre-read the tasks to get to know it thoroughly and to be able to assist only when necessary. During the activities they should let the peers teach and explain their creation. The variety of the implementations of the episode can be endless. Certainly, this format can be applied with any authentic audio-visual material from the electronic media.

#### 7. Lesson plan

##### Pre-Tasks

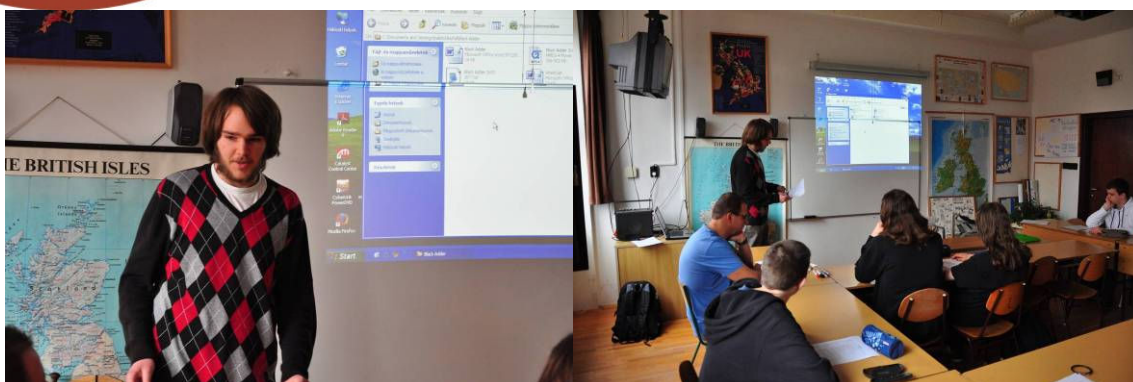


##### Task 1

(Peer introduces the topic by asking question about British history and culture to warm the Ls up then distributes the handout.) Try to find out:

- Who is a PM?
- Who was Napoleon?
- Who was Nelson?
- Who is a regent?





Read the historical background information.

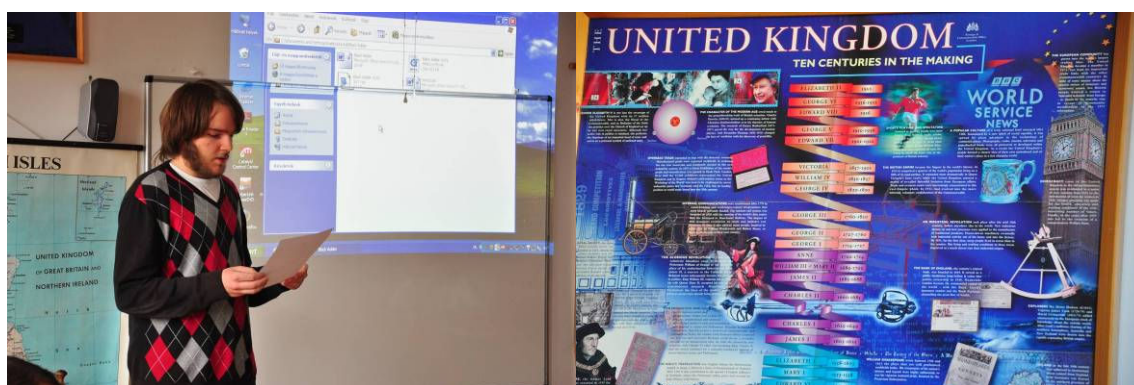
### Historical Background

Blackadder the Third is set in the late 18th and early 19th centuries, a period known as the Regency. For much of this time, King George III was incapacitated due to poor mental health, and his son George, the Prince of Wales, acted as regent. During this period, he was known as "the Prince Regent".

In the series, E. Blackadder Esquire (Rowan Atkinson) is the head butler to the Prince of Wales, a spoiled, foppish idiot. Despite Edmund's respected intelligence and abilities, he has no personal fortune to speak of.

The newly appointed Prime Minister, Pitt the Younger, wants to declare war on Napoleon Bonaparte, "the evil dictator".

(Ls should picture the era by giving dates and facts using only keywords.)





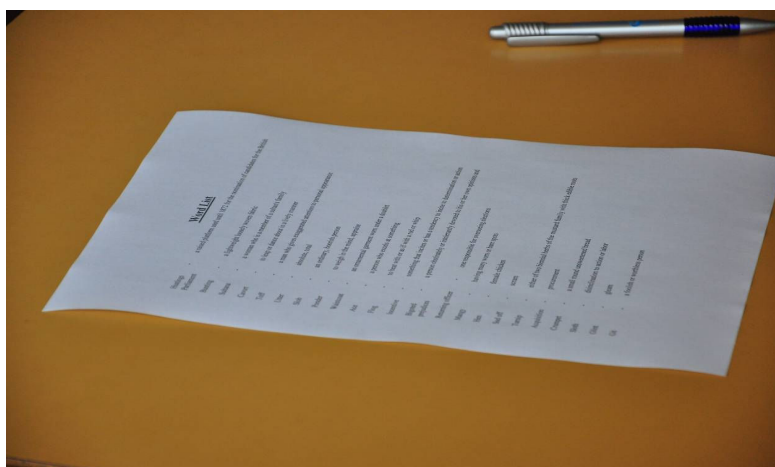
## Task 2

(At this stage Ls should discuss the words to fully understand the audio-video input coming up.) Read through the word-list and try to give the Hungarian equivalents.

### Word List

Hustings	a raised platform used until 1872 for the nomination of candidates for the British Parliament
Bunting	a lightweight loosely woven fabric
Sultana	a woman who is a member of a sultan's family
Cavort	to leap or dance about in a lively manner
Toff	a man who gives exaggerated attention to personal appearance
Utter	absolute, total
Slob	an ordinary, boorish person
Ponder	to weigh in the mind, appraise
Waistcoat	an ornamental garment worn under a doublet
Ace	a person who excels at something
Flog	to beat with or as if with a rod or whip
Incentive	something that incites or has a tendency to incite to determination or action
Bigoted	a person obstinately or intolerantly devoted to his or her own opinions and prejudices
Returning officer	one responsible for overseeing elections
Mangy	having many worn or bare spots
Hen	female chicken
Sod off	scram
Turnip	either of two biennial herbs of the mustard family with thick edible roots
Acquisition	procurement
Crumpet	a small round unsweetened bread
Sloth	disinclination to action or labour
Glint	gleam



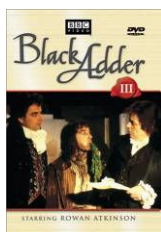


## Tasks



### Task 3

Watch the first part of the episode of Dish and Dishonesty of Blackadder. (Ls watch a scene of the episode.)



### Task 4

Do the short-answer task. Explain the following words:

- Constituency:
- Bill:
- Rotten borough:
- Dung:
- MP:

Check the answers. Copy the new vocabulary items in your books or on the handouts.



### Task 5

Decide whether the following statements are true or false:

- William Pitt the Younger put upon the leader of the opposition to test him on his Greek vocabulary.
- Edmund Blackadder promised the Prince Regent that they would adhere to the rules during the election.





- The Prince Regent is bright, educated and can splendidly pronounce the word: antidisestablishmentarianism.

Check the answers. Copy the new vocabulary items in your books or on the handouts.



#### Task 6

Watch the second part of the episode. (Ls watch a scene of the episode.)



#### Task 7

Fill in the following gap-fill test:

Since the House of Commons is ..... (divided) on the issue, ..... (Blackadder) suggests the Prince that they tip the scales in his favour by bribing a Member of Parliament named ..... (Sir Talbot Buxomley) with the position of High Court judge. The Prince calls for Buxomley, who, after assuring the Prince that he will stand by him, promptly sits down in a chair and dies. Moving quickly, Blackadder realises that Buxomley represented the ..... (constituency) of Dunny-on-the-Wold, a ..... (rotten borough) consisting of a tiny plot of land with several farm animals and only one voter. Blackadder chooses to instate ..... (Baldrick) as the constituency's new MP to ensure that he votes in favour of the Prince.





Check the answers. Copy the new vocabulary items in your books or on the handouts.

## Post-Tasks



### Task 8

At this stage T continues the lesson and sums up, asking:  
What do you think would have happened if...

- ... Buxomley had not died?
- ... Blackadder had become lord?
- ... Baldrick had been a wise man?



### Task 9

How would you continue the story? (What do you think will happen to Baldrick? What do you think will happen to Blackadder? What do you think will happen to the Prince Regent?)



### Task 10

In your opinion, which is the funniest scene? Which is the most unreal scene? Which is your favourite scene?





PÉCSI TUDOMÁNYEGYETEM  
UNIVERSITY OF PÉCS

H-7633 Pécs, Szántó Kovács János u. 1/b.  
Tel.: +36 72 501-500



H-7400 Kaposvár,  
Dr. Guba Sándor u. 40.  
Tel.: +36 82 505-800

A kompetencia-alapú pedagógusképzés regionális szervezeti, tartalmi és módszertani fejlesztése  
a Pécsi Tudományegyetem és a Kaposvári Egyetem részvételével

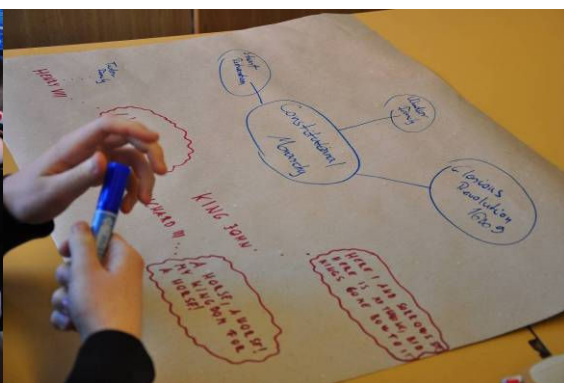
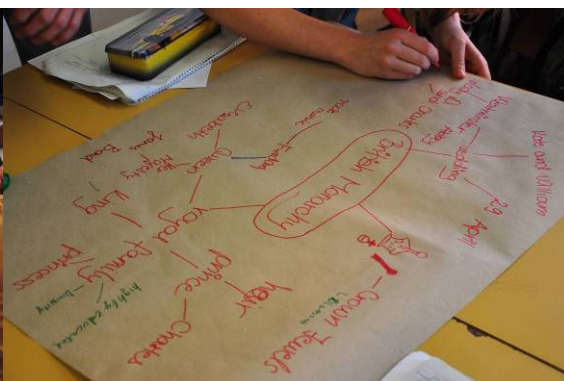
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## Optional follow-ups:



### Task 11

Write down your ideas of the British Monarchy on a sheet to produce your project, which is a compilation of fact-files and your concept.



Nemzeti Fejlesztési Ügynökség

ÚMFT infovonal: 06 40 638 638  
nfu@meh.hu • www.nfu.hu

Befektetés a jövőbe







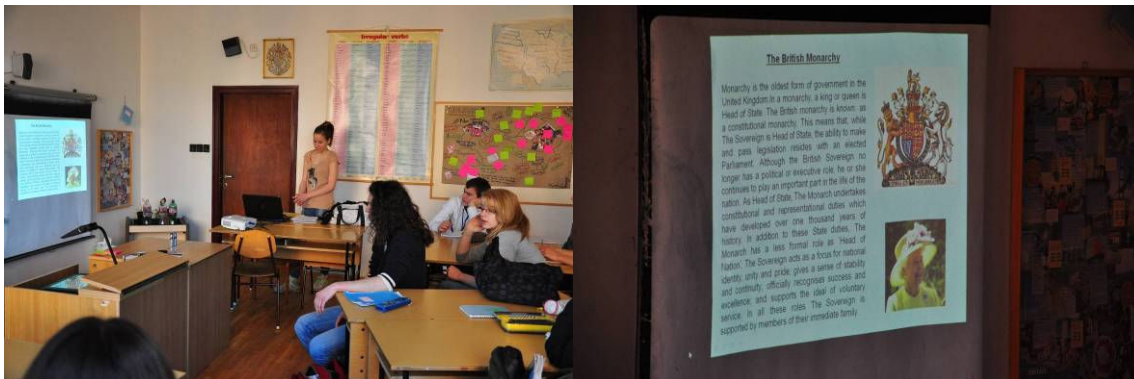
### Task 12

Show the project to the class and give a short presentation on it.



### Task 13

Produce some slides concerning politics at home or in the computer lab. And then show the project to the class and give a short presentation on it.





#### Task 14

Produce some handouts so that the other students could memorise what they have learnt.



#### 8. Visuals:



There is a detailed implementation of the class-work in the pictures.

#### 9. Evaluation and assessment:

A great way of preparing learners to construct and compile their own material; mastering speaking and listening skills; enhancing reading skills using semi-authentic material and placing the task itself in a advanced, cultural context.

#### 10. Related Works:

1. Blackadder the Third. Dish or Dishonesty Writ. Richard Curtis and Ben Elton. Dir.: Mandie Fletcher. BBC.1987.
2. “Blackadder”: <http://en.wikipedia.org/wiki/Blackadder>
3. “Blackadder”: <http://www.bbc.co.uk/comedy/blackadder/>
4. Budányi, Dániel: Handouts for Pair-work on Blackadder
5. Geddes, M.: The Use of Semi-scripted Simulated Authentic Speech and Listening Comprehension. Audio-Visual Language Journal Issue: XVI/3: Winter, 1978
6. Porter, D and Roberts, J.: Authentic listening activities. ELT Journal Volume 36/1 October 1981.
7. Varga, Andrea: Handouts and slideshow of the British Monarchy

