

Weekend Fay Weldon Teacher's Notes

1. Pre-reading

1. Educational, or "improving" games e.g. Scrabble, 'I Spy', crosswords, Trivial Pursuits etc. Badminton
2. Wholesome food – wholewheat biscuits, fruit, eggs (i.e. no mention of fast food)
3. Mother
4. Healthy and well behaved.
5. Well off (*point out the stepped degrees from rich to poor*)

Discussion 1: exercise to be done in small groups. Groups to try to resolve their differences (or this may be done in 'pyramid' discussion work starting in pairs and expanding to whole class). The purpose is NOT to come to a consensus but to reveal where the differences are.

Discussion 2: class debate or homework writing task

What Martin Says to Martha

1. *He probably means:*

"It's your fault he isn't wearing shoes."

"I acknowledge you do a lot for the children but I'm not going to do anything about it" or "You don't do enough for me."

"I can't believe you were so stupid as to forget the tissues"

"Can't you even do the shopping properly?"

She (probably) thinks

1. He doesn't trust me to cook it properly
2. He wants me to make sure the logs are stacked – I failed to do this
3. I shouldn't have let him go around like that
4. He doesn't want to be disturbed
5. It's my fault that Jasper hasn't got shoes on

CONTEXT

Are You Sexist?

This is a simple quiz, which could be done either individually or asking answering questions in pairs. A variation on either way is for each member of the class to predict what the result for another will be, and then to compare prediction with reality. A useful follow up exercise is to work out what each question is trying to find out.

Key: Score as follows:

1/ a-15 b-10 c-5	2/ a-15 b-10 c-5	3/ a-15 b-5 c-10
4/ a-15 b-10 c-5	5/ a-10 b-15 c-5	6/ a-10 b-5 c-15
7/ a-15 b-10 c-5	8/ a-15 b-10 c-5	9/ a-15 b-10 c-5
10/a-5 b-15 c-10		

125-150 points. Oh dear! You need to take a look at male and female stereotypes. Remember men can be chivalrous without being sexist.

75-120 points. Confused? Aren't we all! You have good instincts but need to think things through more carefully.

50-70 points. No worries – you must be sensitive to both female and male points of view. Do you have a lot of brothers and sisters?

Further follow up questions: was this quiz originally designed for men or women or both? Why? Can you improve on the questions asked – what is missing?

It's All in the Mind

In 'the male brain', "men's interests" are shown, and students have to decide on the location in the brain of each "interest" and show how big that area is by drawing on the diagram. Girls can add one extra item if they wish, boys cannot!

In 'the female brain' students can choose what "interests" are represented. Obviously they should follow the non-too-serious model of the 'male brain'. This activity could be done in pairs or groups of 3. Comparing the "interests" of groups of girls, groups of boys and mixed groups doing this exercise will add interest. Another way of doing this is to make an OHP of the drawing and invite whole class participation. Again the students have to locate the area of these "interests" and how much space they occupy. In both cases (male and female) students should be reminded that the brain is a 3 dimensional object!

The follow-up questions are an attempt to focus rather more serious thinking about the differences between male and female thinking. The final question "Why do women live longer than men?" can be either a class discussion or set as homework composition. You might like to feed in the following (controversial?) ideas:

Differences in physical structure

Men's greater participation in military combat

Men enjoy taking part in much more dangerous sports

Men have more financial and economic pressures

Far more men work in heavy industry

Women do not take on dangerous jobs like mining, construction etc

Men do not manage retirement well and just 'give up'

Inherent or Learnt?

This reading exercise is solely designed to provoke discussion between the two points of view expressed which may be summarised as 1. Language is used differently by men and women as a natural response to their differing natures and 2. Language is taught to girls and boys differently, limiting girls and developing boys. To help you prepare for this, please refer to the appropriate web sites on the diskette.

WORD WORK

Language in Use
Phrasal Verbs

Phrasal verb in context	Meaning	
switch off the television 6	put sheets, blankets etc	1
Martha cleared away the tea table 22 (5)	solve mentally	2
(the car) could nip in and out of traffic 13	tidied	3
done for drunken driving 4	convicted/arrested	4
her life had blossomed out 17	remove from table	5
clothes, waiting to be put away 3	disconnect	6
whisks Martha off for holidays 18	make a fuss	7
work it out in your head 2	sexually excited	8
set out the cheese 19	wear	9
the beds to make up 1	brought to her attention	10
Then clear up the supper 5 (22)	make quickly	11
Turn up Jasper's jeans 20	leaving (a relationship)	12
No one excused Colin for walking out 12	move quickly, agile	13
The grown ups could get on with their conversation 23	helped	14
Martha rustled up a quick meal of omelettes 11	shout in anger	15
Wash up another sinkful 21	reduce	16
Her mistake was pointed out to her 10	grown (much) better	17
persuade Colin to cut down on his allowance 16	take suddenly, quickly	18
When was Martha to put on scent? 9	put on the table	19
Martha burst out . Oh, bad temper! 15	shorten the length of material	20
How virile he was, turned on by the sounds 8	clean dishes	21
Everyone joined in taking the furniture out 14	remove from table	22
She does come on strong, poor soul 7	continue undisturbed	23

1. put on
2. joined in
3. pointed out
4. switched off
5. done for
6. get on
7. put away
8. cut down
9. walking out
10. work out

Suggestion: Make a 'Wheel of Fortune'! A board approximately 1 metre in diameter, mounted on a bolt acting as a central spindle, and attached to a support, and a pointer (see diagram). Paint the face of the wheel in strips of colour (say four or five different colours) and give each colour a numerical value. Copy out the phrasal verbs on to different coloured paper. The colours corresponding to the colours on the wheel (either at random or chosen so that the most difficult phrasal verbs are on the coloured paper which is the same as the highest valued colour on the wheel etc). Divide class into teams. Each team takes turn to spin wheel, and a phrasal verb of the appropriate colour is chosen - the team have 30 seconds to put the phrasal verb into a sentence which demonstrates correctly its use. Score points if they do this correctly; if they get it wrong, the other team(s) get a chance, for half the marks. Carry on until all the phrasal verbs have been used up.

Special Note:

This version of the original kit was made in 2008, and is designed to meet the demand for less choice of materials. However, the original material is preserved as supplementary material. Please access the general supplementary material file.

The original kit was made in 2003 by Fitch O'Connell, British Council, Portugal with contributions from

Ana Barrosa
Emília Davies
Julie Harris
Richard Kelly
Carmo Leitão
Octavio Lima
Maria Luiza Nora
Ana Neves
James Shipton
Maria João Soares

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