

The Piano Man

The “piano man” was found wandering along a road next to the sea on the south coast last month. He was dripping wet and wearing a smart black jacket and trousers and a tie. The labels had been cut from his clothes and although there was nothing in his pockets he was carrying a leather briefcase containing nothing but blank music sheets and a photograph of a young woman signed “Maria”. He appeared to have come from the sea, but police officers could not discover if he had fallen into the sea, been pushed or even swum ashore from a boat because the man ignored all their questions. There was no sign of a struggle apart from a small blood stain on the right sleeve of his white shirt. After drying him off they took him to the Medway hospital accident and emergency department.

Doctors found nothing wrong with the man, who appeared to be in his 20s or 30s. He seemed to be generally in good health though rather thin and pale. He was transferred to the Psychiatric Unit where he still refused to answer any questions. He seemed frightened of noises and new faces and would frequently attempt to hide away in a corner.

When they had spent hours without getting the man to offer any information about himself the doctors were about to give up when someone had the idea of leaving him with some paper and pencils. An hour later they found he had made a drawing of a grand piano so they took him to the hospital chapel where there was a piano. The man immediately went to the instrument and began to play Swan Lake by Tchaikovsky. There was an immediate change in his mood. Suddenly he seemed calm and relaxed.

Over the next weeks he continued to remain silent, but he returned to play the piano as often as he could. Some said he was an exceptional player while others were of the opinion that he was a gifted amateur rather than a professional musician.

Three weeks after he was found by the sea there is still no clue as to the identity of “the piano man”

The Piano Man **Text-based Lesson**

1. Divide the class into small groups

2. Present the context. (Why read?).

You work for a film producer and your job is to find stories that could possibly be made into films. Someone has shown you this newspaper article and you now have to see if you can create an interesting film story out of it.

3. Task One. (How read?)

Read the article in groups and make notes:

- a. Write down what you know for certain about the mysterious man.
- b. Write down what you would like to know about the man.

4. Task Two.

Each group joins with another group and compares notes.

5. Whole class session. Chance to ask questions about words etc.

6. Task Three. (Result)

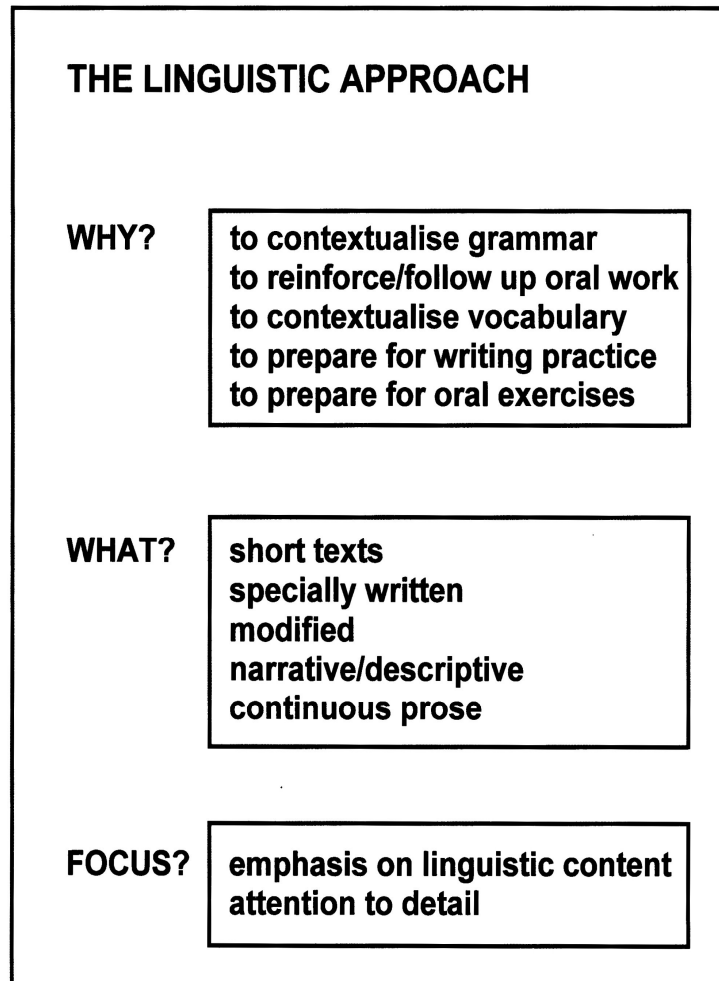
Back in small groups.

Create the outline of a story based on the article that could be made into a film. You don't have to use all the details in the article.

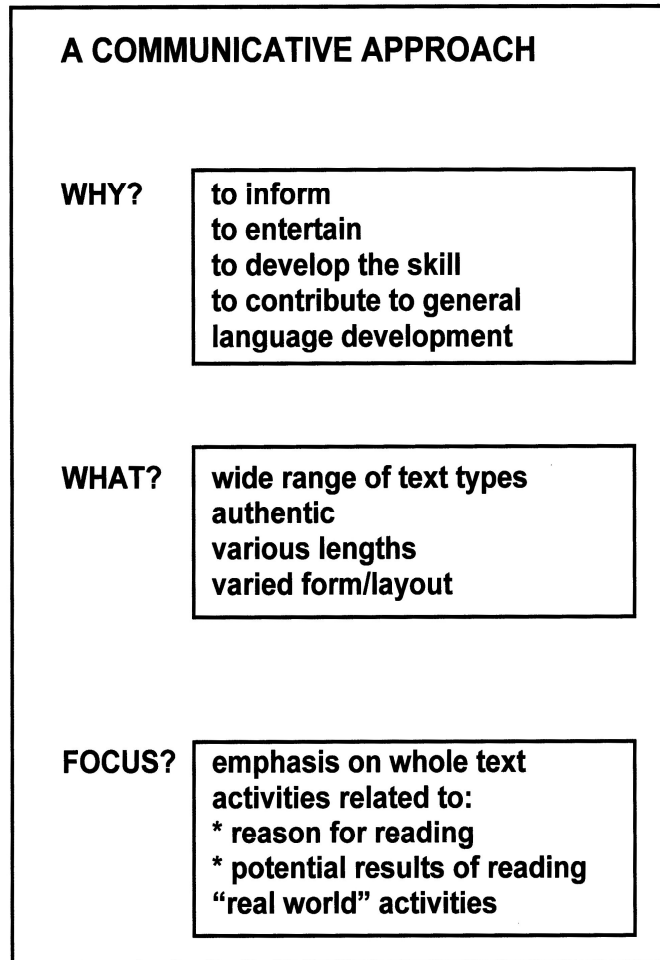
(If necessary provide these prompt questions:

- How did he get to the road by the beach?
- Why was he wet?
- Why was there a small bloodstain on his shirt?
- Who was Maria?
- If he did not want to talk, why?
- If he could not talk, why?
- Who was he?
- What happened to him?

HANDLING TEXTS 1.



HANDLING TEXTS 2.



READING TASKS WORKSHOP

Create a reading lesson plan by completing the following tasks.

1. Read through the text you have been given and discuss it in your group. Ask about anything you do not understand in the text.

Construct an appropriate Communicative Profile for the text. Ask:

- a. What type of text is it?
 - b. Why do you think it was written?
 - c. Why might someone read this text outside a classroom?
 - d. How would someone normally read this type of text outside a classroom?
 - e. What might someone outside a classroom do after reading this text?
(Remember to relate (d) with (b) and/or (c))
2. Construct a coherent overall "story" including the reason for reading, how the text will be read and what the readers will do after reading.
 3. Prepare at least one task to do before reading the text which gives a reason for reading the text.
 4. Decide how you will ask your students to read the text:
 - a. silently/aloud;
 - b. individually/in groups;
 - c. whole text/in sections;
 - d. all read whole text/divide text up among groups;
 - e. any combination of the above?
 5. Create some appropriate tasks to do after reading the text which:
 - a. the students cannot do without understanding the overall theme of the text or identifying information relevant to the reason for reading;
 - b. ask students to do something with the topic/information, i.e. go beyond the text;
 - c. are related to the pre-reading task(s) and the reason given for reading the text;
 - d. logically arise from the nature of the text and the reason for reading it.