



## Read and Respond

Extract from

### *The Wheelchair on My Face*

By Sonya Kelly



#### Read the following extract:

According to my calculations, the room was a perfect square with rows of wooden benches screwed to the floor, all facing one direction. Every ten minutes, a real nurse-type nurse appeared and fired another name off her clipboard into the crowd.

‘Mr. Moriarty? Mr. Moriarty?’

Then someone jumped up like they’d won on the horses and were led to the door that dealt with their **corresponding** body part.

I examined the posters. ‘What is the smallest thing you should put in your ear? Your elbow.’ Hm. There were pictures of good teeth and bad teeth, cross-sections of eyeballs and earballs, cigarettes with knots in them, babies with football bellies over Bible quotes. ‘Suffer little children who come into me...’ I moved on to the backs of **outstretched** newspapers.

‘The Irish Times. Thaaa...cher sends fleet to the Flakelands.

*She does the voice of a grumpy old man.*

‘Falklands!’

Before me was a blurry man with a blurry briefcase. He wore an olden-days suit. All shades of brown.

*She sniffs the air.*

Carbolic soap, shoe polish.

‘Who’s Margaret Thatcher?’

‘She’s a nasty bit of goods.’

‘What age are you?’

‘I’m fifty-two.’

‘My dad’s fifty-two. What lives in your briefcase?’

‘Mind your own business.’ Oh!

‘ABBA live in my wardrobe.’

‘Oh. Come up here to me, you.’



He took out a packet of Rolos and told me all about Margaret Thatcher, why she sent the fleet to the tiny flecks of land so far away and why she's a nasty piece of goods. I told him all about my communion training and having to get glasses for everyday use and how I was going to be a pop star but I was worried because pop stars didn't wear glasses. They wore sunglasses. He took my point.

A nurse **discharged** another name from her clipboard. Mr. Brown Suit rose to the call.

'Here.'

He handed me his last Rolo.

'The last one's magic. It fixes things you can't fix yourself, but only if you're brave. Don't eat that now 'til you need it.'

'Miss Sonya Kelly. Miss Sonya Kelly.'

And off with me into the eye room. There was a low hum of people rattling off letters.

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## Step 1: Identify the Learning

### Learning Outcomes in Focus

|                 |   |
|-----------------|---|
| Oral Language 8 | Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way ○★        |
| Reading 8       | Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text ○★ |
| Writing 3       | Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read ○★                             |

### L2LP Learning Outcomes in Focus

|                            |  |
|----------------------------|--|
| Communication and Literacy | 1.4 Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend. |
| Communication and Literacy | 1.36 Find information for a project on the web   |
| Living in a Community      | 4.2 Identify situations where people speak differently depending on audience, e.g. peers, teachers, parents, other adults.                             |

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## Step 2: Create a variety of assessments

### Possible Activities

1. Why do you think of the title *The Wheelchair on My Face*? Discuss this with a classmate. Based on your reading of this extract, discuss an alternative title for the play.
2. During what era do you think this play was set? Give two reasons for your answer.
3. Based on what you have read in the extract above, explain whether you would or you would not like to read or watch the entire play, *The Wheelchair on My Face*. Refer to aspects of the extract to support your response.
4. Based on your reading of the extract, explain two things a director could do to stage this extract from the play in an imaginative way. Refer to aspects of performance and / or stagecraft.
5. The following words, in bold, appear in the printed passage. In the case of each word, indicate what that word means, as it is used in the extract, by placing a tick in the appropriate box. Tick **one box only** in each case.

### Corresponding

Opposite ☐

Equivalent ☐

Communicating ☐

Including ☐

### Outstretched

Unfolded ☐

Slouched ☐

Overhead ☐

Nearby ☐

### Discharged

Crammed ☐

Cancelled ☐

Called out ☐

Leaked ☐



6. Identify the following dramatic techniques in the extract and comment on their effectiveness:

| Figurative Language              | Example from the above extract | How effective is this technique, as used in the extract? |
|----------------------------------|--------------------------------|--|
| Dialogue                         |                                |  |
| Imagery                          |                                |  |
| Interesting/memorable characters |                                |  |



7. *He handed me his last Rolo.*

*'The last one's magic. It fixes things you can't fix yourself, but only if you're brave. Don't eat that now 'til you need it.'*

Below is a selection of Rolo advertisements, based around the time in which the play is set:



**Click on each to play**

Having watched the advertisements:

- Who would you give your last Rolo to? Discuss with a classmate.
- What advertisements appeal to you and why? Discuss with a classmate and jot down some ideas to share with the rest of the class.
- Create your own online advertisement or poster for your favourite sweets. Remember to storyboard your ideas first. You can access a free storyboard template at this link - <https://tinyurl.com/2z76rmzm>

Some of the following applications may assist in creating a short film or advertisement:

- <https://www.openshot.org/>
- <https://inshot.com/>
- <https://www.apple.com/imovie/>