

Educating Rita

'One way of describing Educating Rita would be to say that it was about the meaning of education ... Another would be to say that it was about the meaning of life. A third, that it is a cross between Pygmalion and Lucky Jim. A fourth, that it is simply a marvellous play, painfully funny and passionately serious; a hilarious social documentary; a fairy-tale with a quizzical, half-happy ending.' Sunday Times Educating Rita, which portrays a working-class Liverpool woman's hunger for education, premiered at the RSC Warehouse, London, in 1980 and won the SWET award for Best Comedy of the Year. It was subsequently made into a highly successful film with Michael Caine and Julie Walters and won the 1983 BAFTA award for Best Film. Commentary and notes by Steve Lewis.

A poignant and hilarious play about a working class Liverpool girl's hunger for education. In this breakthrough volume, the authors present an overview of Multiple Intelligences (MI) theory along with concrete examples that educators can use in their classroom with adult literacy students.

The 1990s have witnessed major changes in adult and continuing education, and lifelong learning has become an increasing global concern for both legislators and educators. This book focuses on the role of women - learners and teachers, researchers and managers - within this context of challenge and change. The keynote is one of reflective practice, combining theoretical insight and debate with examples of experience and specific initiatives in different parts of England and Wales. The book looks at the purpose of continuing education and what it might offer women. What kind of learning takes place and where is that place? Is there a curriculum for women? What is distinctive about women researching in continuing education and what is their experience? How visible are women in terms of publications and power? What about the workers? How far have equal opportunities gone in relation to full-time and part-time staff? What is the significance of the fragmentation of the concept 'woman' and the challenge to feminism from debates on essentialism, race, class and sexual identity? What lessons can be learned by and from women? education and for women if politicians, policy-makers and practitioners create a culture of earning opportunity, recognising women's entitlement and valuing women's contribution.

Educating Rita, about a working-class Liverpool girl's hunger for education, is "simply a marvelous play, painfully funny and passionately serious; a hilarious social documentary; a fairy-tale with a quizzical, half-happy ending."—Sunday Times "Like Roots and Pygmalion ... a touching play about the melancholic ways education often pulls people apart instead of bringing them together."—Guardian "Mr. Russell has taken a look at two segments of English society and engineered a collision that is as full of regret as it is of promise ... the deft moments of its best comedy are splendidly refreshing."—The Times Educating Rita premiered at the RSC Warehouse, London, in June 1980. Voted Best Comedy of 1980, it was subsequently made into a highly successful film with Michael Caine and Julie Walters.

Summarizes the play act-by-act and scene-by-scene. Provides detailed commentary on themes, structure, language, and style. Assists students in writing essays about the play.

Educating Rita Methuen Drama

From Shakespeare to Stoppard, the Greeks to "Red Dwarf", Oscar Wilde to "Blackadder", this guide offers a way to explore drama at Key Stage 3. Designed to meet the drama objectives of the framework for teaching English, the book offers a variety of extracts and activities.

Michael Caine and Julie Walters develop a highly unusual teacher-student relationship in this smashing comedy about a working-class woman on the path to self-discovery. Rita desperately hungers for an education. To escape her dreary life as a hairdresser and confining existence at home, she enrolls in literature tutorials at a British university.

Much to her bemusement, she is assigned to Frank Bryuant, a disillusioned English professor who encourages his students to forsake dead poetry and enjoy life. Despite her husband's resentment, Rita learns and grows. As witness to her radical transformation from oppressed housewife to free spirit, Frank himself is forced to confront the deterioration of his own life.

Educating Rita: A bittersweet comedy about a burnt-out professor and a free-spirited hairdresser.

Part of a series of GCSE literature texts, with notes and pre-reading activities. This humorous and sometimes moving play features a young hairdresser, Rita, who feels that life has passed her by and decides she wants an education. But does Frank have anything to teach her?

Over 300 entries arranged by their theatrical origins provides an overview and critical commentary of each film and highlights similarities and differences to the source play. Seminar paper from the year 2011 in the subject Literature - Basics, grade: 3,0, University of Kassel, course: Literaturwissenschaften - Education and Drama, language: English, abstract: Surrounded by traditions and habits of mind and action, working-class people have never received the chance to realize their potential. The working-class is defined by the relation of the status to manual occupations and limits economic standing as well as cultural ties and shared views (Roberts 3-4). The people's life, therefore, is prefabricated and follows strict traditions and habits. When Roberts says that "working-class women had learned when young that their place was in the home" and that "it was accepted by all that the ultimate responsibility for the home was theirs," (Roberts 125) it becomes obvious that, for example, the women's task is restricted to the kitchen work, the household, and to raising the children. Women know from their childhood that to fulfill these tasks is their destiny and because of missing possibilities and the argument of traditional habits, hardly lots of women and men are trying to escape from these circumstances. Traditions and conventions in this context can also be seen as external influences that restrains individuality. Being a member of the working-class means contribution and passing on a tradition. Furthermore, working-class members feel a certain kind of repletion according to material needs which keeps them from changing the status quo. Status quo should be defined as the situation as it is now, or as it was before (Oxford 1500). Being different from somebody else, i. e. in this case from the community, is not accepted. A person always has to be a member of the group and act like one, whereas individuality is deprecated by the others (Kugler-Euerle 92). Since education is seen as useless and in contrast to the conventions, educated people distinguish them

In addition to the rich heritage English literature provides for all studies there are other and even more important reasons to focus on Great Britain when it comes to discussing women's rights. The numerous English stage plays not only allow us to conclude how similar topics were dealt with at different times but a successfully staged play also indicates that not only the topic was of interest to the public but that its contents found a somewhat wider agreement in society. In

addition to a similar plot which can be found in Bernard Shaw's 1913 "Pygmalion" and Willy Russell's 1980 "Educating Rita", these plays have been very successful, both on stage and screen and hence will build the basis for the analysis and interpretation of contemporary public opinions. Great Britain does not only prove to be suitable for gender studies because of Queen Elizabeth II. being its head of state for more than 50 years, but even more Margaret Thatcher's election as Prime Minister in 1979 which made her the first and only female leader of a G7 country. After her notorious reign of almost 12 years she published her 914-paged memoirs "The Downing Street Years" in 1993. Most surprisingly she does not even with a single word mention the influence her gender had on her way to power nor the role it may have played during her term of office. All these circumstances will be subject to further analysis in this paper. A crucial aspect of any discourse is what the writer or speaker thinks about his/her topic - in other words, how the writer or speaker evaluates the topic. Evaluation in Text brings together work from many different perspectives, providing a unique profile of this important topic which will be essential reading for any student or researcher of Discourse Analysis. - ; This is an accessible and wide-ranging account of current research in one of the most central aspects of discourse analysis: evaluation in and of written and spoken language. Evaluation is the broad cover term for the expression of a speaker's - or writer's - attitudes, feelings, and values. It covers areas sometimes referred to as stance, modality, affect or appraisal. Evaluation (a) expresses the speaker's opinion and thus reflects the value-system of that person and their community; (b) constructs relations between speaker and hearer (or writer and reader); (c) plays a key role in how discourse is organized. Every act of evaluation expresses and contributes to a communal value-system, which in turn is a component of the ideology that lies behind every written or spoken text. Conceptually, evaluation is comparative, subjective, and value-laden. In linguistic terms it may be analysed lexically, grammatically, and textually. These themes and perspectives are richly exemplified in the chapters of this book, by authors aware and observant of the fact that processes of linguistic analysis are themselves inherently evaluative. The editors open the book by introducing the field and provide separate, contextual introductions to each chapter. They have also collated the references into one list, itself a valuable research guide. The exemplary perspectives and analyses presented by the authors will be of central interest to everyone concerned with the analysis of discourse, whether as students of language, literature, or communication. They also have much to offer students of politics and culture. The editors open the book by introducing the field and provide separate, contextual introductions to each chapter. They have also collated the references into one list, itself a valuable research guide. The exemplary perspectives and analyses presented by the authors will be of central interest to everyone concerned with the analysis of discourse, whether as students of language, literature, or communication. They also have much to offer students of

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"an extremely welcome addition to the field of feminist research." British Journal of Educational Studies This is a clear and accessible exploration of feminist method, methodology and epistemology. After situating herself and her work, Gayle Letherby charts the debates concerned with the epistemological, political and practical issues involved in doing feminist research, and places the debates within a wider consideration of the status of knowledge. The main focus of the book is then the particular and practical issues for feminist researchers. It examines how the process of research affects the results of that research and explores the relation between politics and practice in terms of research and knowledge production. Throughout the book there is a practical emphasis on specific examples of feminist research in action and, as well as summarizing current theoretical debates, Gayle Letherby adds to them. Feminist Research in Theory and Practice is designed and written as a textbook for students (at advanced undergraduate and postgraduate level) but will be a valuable resource for any researcher or individual interested in women's studies, feminism and in researching in the social sciences.

One of a series of literature guides for students from Key Stage 3 to A-Level, this book focuses on Willie Russell's *Educating Rita*. Each title in the series aims to develop the skills and techniques required for English-literature coursework and exams, and at the same time to encourage an exploratory reading of the text under discussion. There are introductions to the plot, characters and themes, detailed commentary on the text, self-test questions, and guidance on literary terms, memorable quotes and examination essays.

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