

Pink Bow Tie

Key

Characterisation

The Boy

Possible adjectives to choose: sensible; easily affected; obedient; teenage; polite;

The description of the boy is an entirely subjective exercise, and any description the students give is acceptable, as long as they can justify it themselves. (They don't have to satisfy you!)

The Principal

Picture.... most closely follows the description

The describing part needs to be done in pairs, and carefully monitored.

People on the train

The closest pictures are probably:

Old lady:

Mean guy:

The kid:

Context

Ideal school

Here are no fixed answers to this section. Allow students to work individually, or – at most – in pairs. When they have completed their work, get them to show each other what they think in small groups. Do **not** make this a competition in any way.

School rules

1. Students share their own information. Observe and assist with language but do not interfere in content.
2. As above
3. Possible answers (might be arguable)

Only Now	Only Then	Both
(None)	Corporal punishment Detention Extra classes Standing in front of school Standing in corner Hands on head Standing outside classroom	Cleaning recreation area Being told off Writing lines Extra homework Report card Expelled Suspended Sent to Principal Message to parents

4. Open ended discussion, but with these pointers:
 - a) Probably harsh: a telling of would have done?

- b) Probably harsh: a warning would have sufficed
- c) Possibly correct response. Depends on other circumstances.
- d) Far too lenient. Jonathan should have been much more severely disciplined.
- e) Depends on how humiliation is seen. Probably inappropriate treatment; however it might seem suitable to students as a just punishment.
- f) Probably OK, but why didn't the teacher deal with it himself?
- g) Might be agreeable to many; counseling?

5. Open ended discussion.

Punishment Pelmanism

Ensure that you make two sets of cards for each group of students, or there won't be enough to play with. Make sure you know the rules first: sts have to make matching pairs, where the punishment fits the crime. Of course this means allowing for interpretation, which also means that not all cards will be matched by the end.

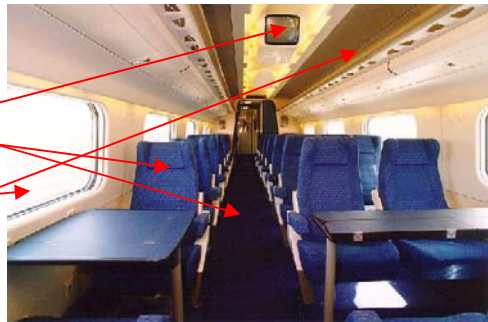
Are you old enough?

- 1. EU rules are the same in Portugal as the UK, except for opening a bank account in your own name.
- 2. A combination of possibilities, for example:
 - 1. In Portugal you can **smoke** when you are **16** but you can't in **Australia**
 - 2. In Britain you can **open a bank account** when you are **7** but you can't in **Portugal**.
 - 3. In both **Britain** and **Australia** you can **vote** when you are **18**.
 - 4. In all three countries you can **leave school** when you are **16**.

A train journey

- 1. 'puts his head in at door'; 'corridor'; 'compartment'
- 2.

aisle
sliding door
adjustable seat
video
window
luggage racks
snack bar
corridor



3a.

<p>You go to the ticket office to buy a <u>return</u> ticket (you want to come back to the same station)</p>	<p>Then you go to the find the right <u>platform</u> where the train will leave from.</p>	<p>You listen to the <u>announcements</u> to hear when the train will be arriving.</p>	<p>You stand away from the <u>edge</u> of the platform so that you don't get hurt</p>
<p>You wait for the <u>passengers</u> to get off the train before getting on yourself</p>	<p>You find your seat, put your bag on the <u>rack</u> overhead and sit down</p>	<p>You look out of the window, look at a magazine and the ticket inspector <u>clips</u> your tickets.</p>	<p>The train arrives at your <u>destination</u> so you get up, collect your bag and get off the train.</p>

3b. Invented story. Allow sts imaginations to work, but try to keep to the basic story line in 3a

3c Free writing.

Telling Lies

Things to do: 1a. by Pinocchio's nose 1b. in the (nearby) wood 1c. swallowed them
2a. Hungary 2b. Britain 2c. Italy 2d. Portugal
3 Discovery!

Honesty Pays?

This is based on the game 'Taboo'. Simply put, the players take it in turn to be the 'player' who chooses a 'victim'. They do this by reading a one of their given predicament cards, which have been distributed equally amongst the players, and deciding how the 'victim will respond and indicating this by their card which is placed face down. They ask the victim the question and the victim replies by indicating with a 'yes', 'no' or 'depends' card. This is compared with the players card, which is now turned face up. If the same, the player wins, and the victim gets to keep the predicament card. If they are different, then the victim may be asked to justify the answer to the satisfaction of the other players. If the victim chooses 'depend' then he has to justify his or her choice. The next player (to the left of the first player) then chooses their own victim (at random) and so on. The first person to be without any predicament cards is the winner.

Biography

D B C A

Q1 d) wonderful

Q2 NOT air raid; being bullied; seeing a monster; school holidays

Q3

+	-	?
<p>Influential teacher Mum's cooking</p>	<p>Feeling inferior Being frightened</p>	<p>Sea voyage</p>

Q4 Have to work in spare time until they know they can 'make it'

Q5 Open questions. Balance between personal, ambition and influences

As you read

Do not ask the students to read the story until they have AT LEAST done the **Characterisation** section (and possibly some of the **Context** section).

2.1.a. T T F

2.1.b. Laughed at /insulted the principal; She is very pretty

2.2.a. ticket collector; the boy moves the knob; the lady; the mean-looking guy; the baby; the narrator's hair; the principal.

2.2.b. ticket collector; boy; old woman; boy; mean guy; narrator; narrator; principal

2.3.a. nothing; disappears/becomes young; gets a boyfriend

2.3.b Personal recollections

2.4 This must be a formal letter, beginning 'Dear Mr and Mrs XXXX', ending 'yours sincerely', and correctly paragraphed.

Word Work

Questions

(Examples)

1. Why are you staring at me? Are you staring at me?
2. Why is your hair white today? Is your hair white today?
3. What is her new boyfriend like? Has she got a new boyfriend?
4. Why does the Principal want to see you? Does the Principal want to see you?
5. When did the boy catch the train? Did the boy catch the train?

1. aren't you?
2. haven't you?
3. don't you?
4. isn't it?
5. don't you?
6. don't you?
7. doesn't she?

Past and Present

Examples of **consequences**:

Chocolate: feeling sick

Homework: getting into trouble

Running: feeling tired

Late: rushing

Ticket: pay a fine

formulated questions (examples)

Have you eaten all that chocolate?

Haven't you done your homework?

Have you run all the way?

Did you wake up late (ask 'why past tense?')

Have you lost your ticket

Completed dialogues: (examples)

1. I've been helping John to finish the box of chocolates.
2. I've been in a car accident.
3. I've forgotten we were going.
4. I've been waiting for over an hour.
5. I've been running

Questions (examples)

1. Your finger is bleeding.
2. Have you heard the news?
3. Did you know she was coming?
4. Can't you pay for this?
5. Can I get you a drink?

Verbs with prepositions

Change of meaning: look away; go in; get on

More verbs plus preps in text (order of appearance):

sitting outside	shoves (him) off
been at	throwing off
walking along	throws (the Age Rager) over
staring at	runs down
waiting for	jumps off
looking at	pulling out
go in	hand over
sit down	rot away
look at	run to
standing out	get out
scared of	frightened into
looks straight at	freak out
'Put (that cigarette) out	take (me) for
picks up	put (it) on
runs down	picks (it) up
stopping at	suspended from
goes out	walk (sadly) back
gets off	worry about
stare at	go out

After Reading

Students can work individually or collectively on this project. The mixture of design and writing skills should be more or less equal to allow different skills to emerge.

Follow up stories: 'The Three of Diamonds' contains three short stories concerning the Diamond brothers, who run a kind of detective agency. However, the younger brother, Nick, the narrator, is still at school (is about 14) and is clearly the brighter of the two, usually saving his older brother, Tim, from disaster. The stories are amusing and full of action. Here is part of the first chapter of the first story 'The French for Murder'

(Tim has just found out he's won a prize with a carton of yoghurt he'd been eating)

"I've won, Nick!" Tim gasped. "A weekend for two...!" He stopped and bit his thumb. "Who shall I take?" he muttered.

"Oh thanks a lot, Tim," I said. "It was me who bought the yoghurt."

"But it was my money."

"If it hadn't been for me, you'd have spent it on a choc-ice."

Tim scowled. "But Paris, Nick! It's the most romantic city in Europe. I want to take my girlfriend."

"Tim," I reminded him. "You haven't got a girlfriend."

That was a bit cruel of me. The truth was, Tim hadn't been very lucky in love. His first serious relationship had ended tragically when his girlfriend had tried to murder him. After that he'd replied to one of those advertisements in the lonely hearts column of a newspaper, but he can't have read it properly because the girl had turned out to be a guy who spent the evening chasing him round Paddington station. His last girlfriend had been a fire eater in a local circus. He'd taken her out for a romantic, candlelit dinner but she'd completely spoiled it by eating the candles. Right now he was on his own. He sometimes said he felt like a monk - but without the haircut or the religion.

Further websites for Anthony Horowitz

<http://www.wattspub.co.uk/ahoroob.htm>

<http://www.walkerbooks.co.uk/Anthony-Horowitz>

http://www.kidsreads.com/series/series-alex_rider.asp