

The Copy

After Reading

Comprehension

A. Write what wasn't written:

Imagine:

- Fiona's physical and psychological description.
- Her relationship with Tim/Matt.
- Telling a friend about the days she spends with Tim.
- Writing a page of her diary (hopes, fears, disappointments, plans, and secret thoughts).
- Role-playing a chat between Fiona and a friend.
- Fiona e-mailing a friend.

B. Silent film

- divide the story into the most meaningful scenes like a tableau (like for a sequence in a painting);
- you can use make-up, costumes, etc.;
- photograph each scene;
- write captions.

C. "A picture equals a thousand words"

Choose one of the main topics in the story: bullying, cloning, first love, parents/children relationship, older people/younger people relationship.
Organize a wall display of:

- **words/phrases suggested by the group;**
- **news headlines;**
- **extracts from stories /articles;**
- **cartoons;**
- **poems;**
- **slogans;**
- **songs;**
- **pictures;**
- **film titles;**
- **t-shirts.**

D. Correct the mistakes in the following summary:

When Tim arrives at Dr. Woolley's house he finds him lying unconscious on the floor. The cloner is switched on the copy button and to check if the machine is working Tim clones his own watch. Determined to go against Dr. Woolley's instructions to destroy the machine Tim switches it back to copy. After the cloned watches disappear, Tim realizes that Dr. Woolley was probably kidnapped. Tim is divided between reporting the case to his school director or sharing it with Fiona.

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Context

A.

“I took a Biro out of my top pocket and threw it inside the cloner”.

Some products are named after successful brands.

Match the brands with the products:

| | |
|----------------|--------------------------|
| Biro | Hook and loop fastener |
| Xerox | Plastic or metal pullers |
| Zip | Tissues |
| Scotch | Winter jacket |
| Anorak | Photocopy machine |
| Kleenex | drill |
| Black Decker & | Ballpoint pen |
| Hoover | Blender |
| Wellies | Whisky |
| Moulinex | Boots |
| Velcro | Vacuum cleaner |
| Kodak | Photographic machine |

B. Dr. Woolley is described as a dangerous crackpot scientist. Tim says

It was fun seeing what crazy things he was inventing ... His last invention was warm clothes pegs to stop people getting cold fingers when they hung out the clothes.

In fact, there are many other crazy scientists who sometimes come up with bizarre inventions. You can find some of those below.

Some strange but true inventions:



Think those were strange? How about these actual patented inventions?
Match the inventions with their description / utility.

- | |
|--|
| 1. Self-warming Ice Cream Scoop |
| 2. Time Pop |
| 3. Santa Detector |
| 4. Bird Diaper |
| 5. Talking Dog Collar |

- | |
|--|
| a) combination watch and lollipop holder. Keep ticking and take a licking. |
| b) honey, isn't it your turn to change the parakeet? |
| c) it's got a little cavity to put in a bic lighter. Hot idea! |
| d) with recorded messages, it sounds like your dog is talking! Sort of. |
| e) it's a stocking with an alarm that sounds when the stocking is filled. |

C. Below you can find the description of some very successful recent inventions, which are currently part of our daily lives.
Match the correct name of the invention with its corresponding description.

1. iPod, or MP3 player
2. PS2
3. 3G phone
4. GPS

a)

With an XXX, you have a portable music player that is big enough to hold your music and small enough to take with you everywhere. In just minutes, you can fill your XXX with music. Just connect your XXX to your computer, and you can keep all your music updated. When you get your XXX, you'll want to start listening to music right away. No matter how many songs you have, you can find the right one with XXX's easy-to-use interface. Just use the Click Wheel to browse through your music by playlist, song, artist, album, or genre. You can use the XXX controls to adjust the volume, jump to a specific location in a song, or customize settings. When you're on the move, use the hold switch to disable the controls so you don't accidentally press one of the buttons, interrupting your music.

b)

QQQ still has the same awesome processing power, the same immense, diverse library of great games, the same fantastic DVD and CD-playing capabilities, the same amazing array of entertainment possibilities in a single, simple-to-use console. The newly-integrated NETWORK connector gives you the power to directly hook your console up to a broadband Internet connection and take a variety of network-enabled games and applications online. It's possible to compete, cooperate or even chat with fellow QQQ owners across Europe and, in some cases, the rest of the world. QQQ is home to an unmatched library of games, many of which are totally exclusive titles. Groundbreaking, award-winning games series will never appear on anything other than a QQQ console. Whether you're after an in-depth challenge, a quick fix of accessible, sociable fun - or anything in between - QQQ is the only choice that counts. Additionally, if you're upgrading to QQQ₅, the console plays virtually all existing titles. Using QQQ's additional power, it's also possible to enhance both the loading times and visuals of these older games.

c)

The next generation, known as ZZZ, can send and receive far more information -including data and video clips - than existing models. It offers users a wide range of high speed services, including video calling and messaging, e-mail, games, photomessaging and news and information services. At the moment, you probably have access to the internet and the web browser offered by your operator. However, the technology which powers ZZZ communications will offer a much richer and faster service, about the same as broadband connections for Interact connections to your home PC. The ZZZ has a larger screen to display web pages, while some smaller models have limited web functions. More powerful batteries are needed, while hands-free devices are becoming more common in order to listen to audio and music.

d)

The YYY is a satellite-based navigation system made up of a network of 24 satellites placed into orbit by the U.S. Department of Defense. YYY works in any weather conditions, anywhere in the world, 24 hours a day. There are no subscription fees or setup charges to use YYY. YYY satellites circle the earth twice a day in a very precise orbit and transmit signal information to earth- YYY receivers take this information and use triangulation to calculate the user's exact location. Essentially, the YYY receiver compares the time a signal was transmitted by a satellite with, the time it was received. The time difference tells the YYY receiver how far away the satellite is. Now, with distance measurements from a few more satellites, the receiver can determine the user's position and display it on the unit's electronic map. A YYY receiver must be locked on to the signal of at least three satellites to calculate a 2D position (latitude and longitude) and track movement. With four or more satellites in view, the receiver can determine the user's 3D position (latitude, longitude and altitude). Once the user's position has been determined, the YYY unit can calculate other information, such as speedy bearing, track, trip distance, distance to destination, sunrise and sunset time and more.

Answers:

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |

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After Reading

Context

Bullies

Read this newspaper article about bullies in schools.

Why is my son's tormentor back in school?'

A MOTHER is claiming her son, left injured after an attack by a fellow pupil, has been failed by governors who reversed a decision to expel the assailant.

Christopher Brown's jaw and nose were broken when he was punched twice while waiting for a bus at Bishop's Stortford High on November 15 last year. The 16-year-old's injuries were so bad he had to be fed through a straw and spent six weeks off lessons.

Christopher's attacker, who cannot be named for legal reasons, pleaded guilty to grievous bodily harm at East Herts Youth Court last week. The 15-year-old, from Bishop's Stortford, was ordered to pay £750 compensation, £400 costs and made the subject of a 12-month referral order.

Speaking for the first time since the case, Christopher's mother, Helen Pattenden, of Woodside, told the Observer her son felt betrayed by the governors for overruling headmaster Andrew Goulding's decision to expel the lad responsible, and that he still felt apprehensive about being at school. She is now considering withdrawing him.

Miss Pattenden, 43, said she was never told the boy's parents had appealed against their son's expulsion and governors never spoke to Christopher about the attack.

In the lead up to the court case, she claimed intimidation towards Christopher had continued, and it had made him "very wary of people who become aggressive or threatening in any way".

"The school prospectus says it strives to

provide a safe environment and I sent Christopher in the knowledge he would be safe," she said. "I didn't expect him to be beaten up and then it brushed under the carpet.

"It's time the governors woke up and saw what's really happening in their school. They need to stop protecting the bullies."

Although the head of the school's disciplinary sub-committee governor Rosemary Green could not be contacted as the Observer went to press, vice-chairman Ian Hudson said he would be "surprised" if both parties had not heard about the appeal.

He added he could not comment on individual cases, but the school promoted an anti-bullying policy. "It is inherent in the school's ethos that that sort of behaviour will not be tolerated," he said. "However, neither do we like excluding pupils permanently and have to judge each case individually."

The boy's father said: "My son isn't proud of what he did and knows it was wrong. It's been a very traumatic period for him and he has accepted his punishment and learned from his mistake."

Mr Goulding said he felt the school had dealt with the matter appropriately and now wanted to "draw a line" under it. "I am satisfied we have done as much as we can to ensure both boys can continue with their schooling."

Glossary for My Son's Tormentors'

| | |
|----------------------|---|
| claim: | state to be true |
| straw: | tube used for sucking up a liquid |
| plead | guilty: recognize having committed a crime. |
| harm: | physical or psychological injury or damage |
| compensation: | something, such as money, given or received as payment or reparation, as for a service or loss |
| | referral order: direction or command delivered by a court and entered into the record but not necessarily included in the final judgment or verdict |
| betray: | be false or disloyal to |
| lad: | fellow; boy |
| overrule: | reverse; declare null and void |
| withdraw: | remove |
| wary: | cautious; on guard |
| prospectus: | document describing the chief features |
| strive: | endeavour; fight |
| traumatic: | psychologically painful |
| draw a line: | set a limit |

After Reading the article, answer these questions

| | |
|----------------------|---|
| A. 1. Who are | 2. What do these numbers refer to? |
| Christopher Brown? | 15 |
| Helen Pattenden? | 16 |
| Adrew Goulding? | 43 |
| Rosemary Green? | 750 |
| Ian Hudson? | 400 |
| | 12 |

B. 1. Answer the following questions on the text.

- How serious were Christopher's injuries?
- What does Helen Pattenden think of the school's decision regarding the bully's assault?
- What does the bully's father think of his son's punishment?

2. Over to you

- Do you agree with the Court's sentence? Why? Why not?
- What do you think of the school's decision? Why? Why not?

C. Creative writing

Imagine and write a message to Christopher expressing him your sympathy and support.

A poem by Joanne, who bullied others at school

I regret it now,
 I've apologised now,
 But I know it's not OK.
 Maybe I thought it was a joke,
 But I'm sure it hurt you bad,
 It wasn't just me,
 But I know now it was sad.
 Just little things - we read your diary,
 We laughed at your things,
 We whispered behind your back,
 Just loud enough for you to hear,
 Cos we were jealous of your clothes and your hair.
 We were only ten or eleven,
 And I regret it now,
 I've apologised now,
 But I know it's not OK.
 Cos now I know what it's like.
 You know how they talk about karma?
 You know how they talk about results?
 Just little things - they spread the rumours,
 They laughed at my views,
 They whispered behind my back,
 Just loud enough for me to hear,
 Maybe they were jealous,
 I was smart and I didn't care.
 At first I let it get to me,
 Going red inside my head,
 I thought it was my fault,
 Things I shouldn't have said,
 Didn't tell anyone,
 Just took it on my own,
 By the time they were throwing cans at me,
 My confidence had grown.
 Maybe you thought it was a joke,
 But you know it hurt me bad,
 It wasn't just one of you,
 To be honest I think your sad,
 Cos I told my teachers,
 My parents and your school,
 They phoned you up and told you,
 For once and for all,
 That bullying isn't cool.

- Can we say this poem is a sort of dialogue between a bully and a bullied? Justify.
- How old were the pupils?
- How did they bully? Why did s/he bully?
- How guilty does s/he feel after having bullied a schoolmate?
-
- How did the bullied pupil's attitude change? Has that change helped him/her?

Beating the bully

Thousands of children in Britain are suffering the misery of being bullied. In just one year the national charity *Childline* received 22,332 calls from children who were being picked on. Many put up with the torture, but some find it too awful to bear. Between 10 and 14 cases of childhood suicide occur every year as a direct result of bullying.

Match the following questions with the answers below.

1. What is bullying?
2. Does it always include violence?
3. Who are the bullies?
4. Who are the bullied?
5. Is being violent back the answer?
6. What are the first things that someone being bullied should do?
7. What protection do pupils have a right to expect while at school?
8. What should schools do to solve the problem of bullying?
9. Is bullying against the law?
10. Why is bullying such a serious matter?

a. *Tell an adult. No one deserves to be bullied and speaking about it should not make the situation worse. In a recent survey, seven out of eight victims of bullying felt that speaking out made things better.*

b. *Bullies are quick to spot characteristics that might mark someone as being different from the crowd.*

c. *The best thing is to stop bullying before it starts. Pupils need to discuss the subject and know how to seek help. Young people need to be taught how to solve conflicts without being aggressive. In some schools students are trained to be "peer mediators" - stepping in to support fellow pupils in difficulties.*

d. *No. A recent survey of 2,300 six- to nine-year-olds found the most common bullying was name-calling.*

e. *If a bully hurts someone physically, they are guilty of assault. The age at which a person in England is considered to be capable of responsibility for a criminal act has recently been reduced to 10. In Scotland, it is eight. **What is the legal age in Portugal?***

f. Bullies are usually people with problems themselves. They may feel inadequate or scared and use bullying as a cover.

g. There is no guarantee that meeting violence with violence will solve anything. It may result in the victim being excluded from school or even seriously injured.

h. A survey by Kidscape in 1998 among 1,000 adults showed that many felt their school days had been stolen from them by bullies and that they had been haunted by feelings of anxiety and bitterness ever since.

i. Most bullying means repeated acts of intimidation. It is deliberately carried out. It happens when a person or a group tries to dominate others who they consider weaker. It always causes the victims pain.

j. Schools have a "duty of care" for pupils. This means they must do all they can to protect students from harm.