

# The Copy

## Introduction

This BritLit kit for younger teens was written by a team of teachers from Portugal, and were guided in their task by teachers from NILE (Norwich Institute for Language and Education) – Alan Pulverness and Claudia Ferrada Moi. The teachers attended an intensive course at NILE, centred around BritLit activities during the summer of 2005. This kit is one of two that resulted, the other being 'Emergency Landing'.

This kit is based on a story by Paul Jennings, the third of his stories subjected to the BritLit treatment. Like most of Jennings's tales it centres on a hapless school student who, in this case, tries to find an ingenious way to shake off the bully who has been tormenting him and, at the same time, keep his girlfriend. His friendship with an eccentric inventor lead him into an unexpected adventure.

Like all BritLit kits, the materials offered here are not intended to be followed slavishly and teachers are expected to pick and choose the work they want their students to tackle either before reading the story, or after. However, we strongly advise teachers to tackle the pre-reading activities first and not to plunge headfirst into the story.

In this presentation, the story can be read as a complete text, or it can be tackled piecemeal through the process known as textual intervention, and this method is offered in the section called 'Reading'. There is a departure from some earlier BritLit kits in that section headings are different and look more at the process of tackling reading than content. The sections presented here are;

### **Pre-reading activities**

#### **Reading**

#### **Word Work**

#### **After Reading**

#### **Keep Reading.**

The Word Work and After Reading Sections look back at the text and explore various options for extracting as much as possible from understanding the language and the content. The Keep Reading section is for those who want to explore something that has some parallels but which leads in another direction and gives another reading experience.

You should adapt the materials as you think fit for your class. You may photocopy all the materials in the kit.

We would be delighted to hear from you about your experiences in using this material.

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April 2006

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## Contents

<b>Section</b>	<b>Content</b>
Pre-reading	Character – a look at the main character Context – biographical note on the author
Reading	Textual intervention divided into four sections
Work Work	Language of inventions Signs Phrasal verb bingo
After Reading	Comprehension Context - inventions - bullies
Keep Reading	Once upon a time – traditional story, with a twist
Key	Suggestions for use of materials plus answer key