

Ex Poser

Introduction

'Ex Poser' is different from all the previous BritLit kits, except one. Until the production of 'Pink Bow Tie', the materials produced had been aimed primarily at what, in Portugal, is called the secondary level in education, which includes years 10 and 11 (for 16 and 17 year olds). This kit is aimed at younger teens, and is the second in series for 13 and 14 year old learners who, in reference to the Council of Europe Framework measures (CEF) equate more or less to A2.2 to B1.1 (http://www.alte.org/can_do/cef.cfm)

The Project. The BritLit project was started in 2002 with the intention of providing Portuguese teachers of English in the state sector additional resource material for the extensive reading requirements. It is a joint venture between the British Council in Portugal and APPI (*Associação Portuguesa de Professores de Inglês.*) While aimed at the Portuguese market, the usefulness of the project as an international model is recognised and localised versions of the resource kits are being developed.

The Resource Kits. Like other BritLit kits this one is based on a story which is an authentic piece of writing. Unlike most other stories used by BritLit, this one was written for younger teens. The resource kits provide a never-ending source of material for the teacher inasmuch as teachers are asked to contribute their own experiences and ideas to the project; we would like to see the materials mutate and mature with use. One of the advantages of using an electronic form is that each section can easily be personalised or changed in some other way to suit your needs or those of your students; we would be interested to see examples of this approach. We very much welcome your contributions.

This Kit. The materials presented here are for class work on 'Ex Poser', by the popular Australian writer Paul Jennings. Like other BritLit kits, it is intended for the development of language development and cultural understanding rather than as a source of literary study. There are four parts: **Pre-Reading, Context, Word Work, After Reading**, plus a **Teachers' Key**. As with all other BritLit productions, this is called a 'kit' to emphasise the fact that you, the teacher, are expected to assemble the component parts yourself, using the parts you require in the order you prefer. This is not, therefore, a course, simply a resource which can be picked over with some items used and others discarded. For this reason, each activity sheet or activity sheets within a sub-heading stand alone, and do not require work to have been done on any other activity sheet. It is intended that the order in which the work is done is largely up to the teacher responding to the needs of their class. However, we would make the following suggestions:

- Some of the activity sheets have been designed with preparation for reading the text in mind. In other words, the intention is that these worksheets are to be used **before** the students read the text. The reason is simply that by quoting from the text and dealing with language and content piecemeal in these sections, we assume that this will help the student to a more fluent reading of the text, without the need to break off and consult for meaning.

- We also advise that all the work in the section '**Pre-Reading**' is done before the students are asked to read the complete text. This section is designed to 'fast-track' students into an appreciation of the situation the characters in the story find themselves in.
- The '**Context**' section can be done either before or after the text has been read, as can the work in '**Word Work**', although we would recommend that this latter section is tackled after the text has been read.
- As the title suggests, the section '**After Reading**' is to be tackled once all the other work has been completed. It attempts to 'wrap up' the work on the story, and to look forward to alternative texts.
- Some worksheets provide links to sites that are relevant to the work being presented and it is assumed that teachers will develop their own materials from these links. Please note, however, that some material may be subject to copyright restrictions, over which the BritLit Project has no control. Please help us by reporting any broken or disused links.
- Copyright permission has been obtained where applicable. All BritLit material is photocopyable.

We very much welcome your contribution to the project. Much of the material in the current kit has been contributed by state school teachers working in collaboration with the project team and we invite you to contribute your ideas and experience so that future versions of this material will present an even wider choice of opportunities for students to explore language and culture through literature.

The story 'Ex Poser' concerns the eventual embarrassment faced by a school student who makes a wrong judgement about a pair of 'snob' kids at his school. He gets his friend 'Boffin' to use his lie detecting machine, and the questions he asks come back to face himself. This is a very short story (about 750 words) which asks a lot of questions.

Acknowledgements

This kit has been assembled by Fitch O'Connell, with much help and assistance from Manuela Pereira and Joana Styliano.

BritLit steering group June 2005: Isabel Brites, Carmo Leitão, Fitch O'Connell, Mark Howard

Porto
June 2005

Contents

Section	Worksheet	Description
Pre-reading	Story Building	Quotes from the story for orientation, with questions
	Characters	Brief extracts from text focussed on the four characters plus chart for students to complete characters characteristics.
Context	Word Play	Using the title of the story as a starting point, homophones and homonyms are explored. Warning: contains bad jokes!
	Colours	Working from the reference to 'green eyes' in the text, the association with colours and feelings and emotions etc is explored.
	Lie Detector	The central focus of the action in the story is a lie detector, and this is examined, and how people react to being interrogated. Plus activities where the students have to test each others truthfulness or ability to construct elaborate alibis.
	Biography	Reading activity about the author Paul Jennings
Word Work	Questions	Using inversions to ask questions is explored.
	Reported speech	Extracts from the text are subjected to being turned into reported speech, and students have to do an extract themselves
	Glossary	Two glossaries are presented: one is English : English and the other is English : Portuguese
After Reading	Checking	A chance to recap the story by checking out words in a word search puzzle.
	Further Reading	Benjamin Zephaniah's poem 'Kiss and Smell' is introduced because of its associations with word play and envy
Key		Answers and suggestions