

Lucky

Introduction

This BritLit kit for upper secondary school level students, suitable for CEF levels B1.2 and above is the first in a new collaboration with the publishers 'Comma Press', who provide short stories and extracts from longer fiction read by the authors as [downloadable audio files](#). The story 'Lucky' is read by the author, Jane Rogers, and introduces us to a teenager working in a temporary office job where she develops an obsession about her boss, Dr Paul Anderson. Her obsession is sustained by her belief that number patterns only she notices are good luck signs.

Because the primary access to stories from Comma Press is through audio rather than written text, the format of the BritLit materials is a little different for this kit. The most important change is that students should listen to the story before they read it. The implications for this are simple – stories are to be read and they are to be told, and in this case we opt for stories that are told. For stories that are told rather than read we need to adjust our preparatory materials. Listening, as a language skill, is harder than reading. No serious student of language would disagree with this. In the classroom, however, reading is the primary language input. In this kit we hope to marry the two, and it is important that the difference between the two skills is recognised.

In this kit we have changed the way that materials are presented. We offer:

Preparation This is where most of the work is concentrated. There are activities connected with the characters in the story through audio and written contexts, as well as explorations of some of the contexts in which the characters find themselves. These activities will help the student to focus on specific language and, more importantly, to create a relationship with the characters and the environment of the story before they hear or read the story.

The Story Once the preparatory materials have been worked through (and how much is needed is the decision of the teacher), then the students are ready to hear the story. They should now listen to the audio version of the story before they read the text.

Follow Up Once the story has been heard, it can be read as well. Indeed, much of the introductory material for the story used text for reading purposes. We also offer supplementary material, such as greater contextual detail as well as some study of the language used in the story. This includes a glossary of terms unique to the story.

Read On Having engaged our students in some real stories and texts, we would like to take them further. The **Read On** section offers them a chance to review what they have already read and heard, and to look further.

The BritLit project, which started in 2003, is a joint venture between the British Council in Portugal and APPI (Associação Portuguesa de Professores de Inglês), the Portuguese teachers' association and aims to promote the use of contemporary British literature, mainly through the use of short stories, as a language learning tool in the English language classroom.

Section	Contents	Comments
Preparation - <i>Janine</i>	Characterisation	Using quotes from the text, the two main characters are introduced. Provides familiarity with language and setting prior to listening
Preparation - <i>Context</i>	Superstition In Love Manchester Central Library	Exploration of Janine's superstition with number. What is love? Article challenging our assumptions. This library is a central feature of the story. and here is explored in some detail
The story	'Lucky' by Jane Rogers, read by the author	The story is presented as an mp3 audio as therefore as a listening exercise rather than reading activity.
Follow Up - <i>Context</i>	Manchester Biography Interview Obsessive Compulsive Disorder	A look at some of the main features of this important city, which is the setting of the story 'Lucky' Reading biog extract about the author, Jane Rogers Audio: interview with Jane Rogers. Each question (15) is presented as separate audio clip for ease of manipulation by teachers The main character in the story, Janine, might be suffering from OCD, a reasonably common disorder found in teenagers
Follow Up – <i>Word Work</i>	Phrasal Verbs (2 versions) Prepositions Glossary	Looking at some of the phrasal verbs that occur in the story, this exercise is presented either as a listening exercise or as a written exercise (the answers are the same) Short extract focussing on prepositions of place and direction used in the story Key lexis in the story is presented as a listening exercise and also as a mini-dictionary
Read On	Summarising Beyond the Text	T/F questions about the story to complete the activities Gaia Holme's poem 'Claustrophobia', read by the poet, provides an alternative view and a new text for those brave enough to follow.
Key	Teacher's Guide and Key to Exercises	