

# Pink Bow Tie

## Supplementary Materials

### Punishment Pelmanism

#### Instructions

*Cut up **two sets** of squares for each group of four to six students, and place face down on the table. Students play the usual game of Pelmanism (turning up cards one at a time to find a matching pair, and collecting pairs if successful, and turning cards down **in the same place** if unsuccessful). However, in this case they have to match a misdemeanour with a suitable punishment. They can be challenged by other players if the punishment appears not to fit the crime, and they must justify their choices. Majority decision is binding, but the teacher might need to act as arbiter. When all possibilities are exhausted (this might not be when all the cards are taken as there is variation in choice, especially as there are two sets of each card, which may lead to a mismatch at the end) the student with the greatest number of pairs is the winner.*

Detention

Informing the police

Informing the parents

Extra homework

Cleaning school  
premises

Writing lines

Suspension

Expulsion

Never doing homework

Being sent to the  
Principal

Selling drugs to fellow  
students

Hitting a teacher with fists

Being completely  
uncooperative in the  
classroom

Refusing to turn off mobile  
phone

Spitting at other students

Never remembering to bring  
books to school

Stealing money from fellow  
students

Being constantly abusive to  
teacher and fellow students

# Pink Bow Tie

## Context

### Are You Old Enough?

Next to him is a kid of about my age and he is smoking. You are not allowed to smoke when you are fourteen. This is why I am not smoking at the time.

After about five minutes a ticket collector puts his head around the door. He looks straight at the kid who is smoking. 'Put that cigarette out,' he says. 'You are too young to smoke.'

1. The story is set in Australia, where, it says, you can't smoke when you are 14. Are you allowed to smoke (legally) in your country when you are 14 years old? How old do you have to be to smoke legally?

Look at the following chart. It tells you the age at which you can legally do some things in Britain and Australia. Can you complete the section about your country?

You can legally	Age in Britain	Age in your country	Age in Australia
smoke	16		18
learn to drive a car on the road	17		18
get married	16		18
buy alcohol	18		18
get a part time paid job	14		14
join the army	16		16
leave school	16		16
vote	18		18
be held criminally responsible	10		10
open a bank account in your own name	7		18
be sent to prison	17		17

2. Now complete the following sentences by referring to your completed chart.

- In my country you can \_\_\_\_\_ when you are \_\_\_\_\_ but you can't in \_\_\_\_\_
- In Britain you can \_\_\_\_\_ when you are \_\_\_\_\_ but you can't in \_\_\_\_\_
- In both \_\_\_\_\_ and \_\_\_\_\_ you can \_\_\_\_\_ when you are \_\_\_\_\_
- In all three countries you can \_\_\_\_\_ when you are \_\_\_\_\_

# Pink Bow Tie

## Context

### A Train Journey

Yesterday I am going home on the train after being in trouble at school and I am in a carriage with some very strange people.

1. The train that the narrator is on seems to be an old-fashioned train. Which words in the following extracts tell you this?

After about five minutes a ticket collector puts his head in the door. He looks straight at the kid who is smoking. 'Put that cigarette out,' he says..... The ticket collector gives an almighty scream and runs down the corridor as fast as his legs can take him..... 'Here,' he says throwing the radio thing on to her lap. 'You can have it if you want.' He goes out of the compartment, down the corridor and gets off the train.

2. Here are some pictures of a modern carriage in a train. Label each item with the correct word from the box.

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



3a. You are going on a train journey. The following is the journey as you predict it. First complete the blank spaces with ONE word from the **word box** in each of the following action squares, and then decide which is the best order for the actions to occur.

You look out of the window, look at a magazine and the ticket inspector \_\_\_\_\_ your ticket.

You wait for the \_\_\_\_\_ to get off the train before getting on yourself

The train arrives at your \_\_\_\_\_ so you get up, collect your bag and get off the train.

You go to the ticket office to buy a \_\_\_\_\_ ticket (you want to come back to the same station)

You listen to the \_\_\_\_\_ to hear when the train will be arriving.

You find your seat, put your bag on the \_\_\_\_\_ overhead and sit down

Then you go to find the right \_\_\_\_\_ where the train will leave from.

You stand away from the \_\_\_\_\_ of the platform so that you don't get hurt

**Word Box**

announcements	clips
platform	rack
return	passengers
destination	edge

3b. The journey is actually full of surprises. Use some of the following prompts as well as the action squares above to reconstruct what happened. Work in groups and tell each other the story.



3c. Now write about this train journey (or one that you really experienced that was interesting or exciting)

# Pink Bow Tie

## Supplementary Materials

### Play

#### Assign the following roles (some may be doubled up)

Narrator	○	Ticket collector
Old Splodge	○	Scene setting (titles in bold)
Mean guy	○	Kid
Miss Newham	○	Friend talking to narrator
Old lady		

#### **In the street, Tuesday.**

*Old Splodge:* What are you staring at, lad? Come on, tell me!

*Narrator:* Your bow tie! It's ridiculous! It looks like a pink vampire. (laughs a lot)

*Old Splodge:* Oh, you think it's funny, do you! Well, let's see how funny you think it is tomorrow. Come to my office at lunchtime tomorrow. I'm the headmaster of the school, by the way!

#### **Wednesday, Outside Splodge's office. Lunchtime**

*Miss Newham:* Why have you dyed your hair blonde? Didn't you know it's against the school rules for boys to dye their hair?

*Narrator:* Yeah, well, there's a reason for it, but it's a long story...

*Old Splodge:* Right, come in boy.

#### **In Splodge's office:**

*Old Splodge:* Well, lad, why have you dyed your hair? Trying to be trendy, eh?

*Narrator:* I didn't dye my hair, sir.

*Old Splodge:* Yesterday when I saw you, I noticed that you had black hair. Am I correct?

*Narrator:* Yes, sir.

*Old Splodge:* Then tell me lad, how is it that your hair is white today?

*Narrator:* It's a long story.

*Old Splodge:* Tell me the long story. And it'd better be good!

#### **Back in time, to Wednesday evening, when the narrator is going home on the train.**

*Ticket collector:* Put that cigarette out. You are too young to smoke.

*Kid: (picks up Age-rager, and twiddles knob to Older) How's that? Am I old enough now?*

*Ticket collector: Oh my God! (runs away)*

*Old lady: H...h...how did you do that?*

*Kid: Easy, Here. You can have it if you want. (Kid gives the Age-rager to the old lady, and leaves carriage)*

*(Mean looking bloke tries to grab Age-rager)*

*Old lady: No you don't! (she grabs it back, and turns knob to 'Younger')*

*Old lady (now young): Cool! (throws Age-rager to narrator)*

*Mean guy: Give that to me. (narrator gives machine to mean guy, mean guy pushes knob to Younger & becomes a baby)*

*Mean baby: g...g...gg...Bad, dad, dad.*

*Narrator: I am not your Dad! Give me that before you hurt yourself. (baby shakes his head, and pushes knob to 'Older'. He gets rapidly older, and becomes a skeleton!)*

*Narrator: What! I can't believe it! This is horrible! Get me out of here. Help!! (narrator tries to get out of door or window, but he can't. His black hair turns white)*

### **Back to Splodge's office – in the here and now**

*Narrator: And that's what happened, that's the truth, I promise you.*

*Old Splodge: What utter rubbish! Do you take me for a fool? Do you expect me to believe that yarn?*

*Narrator: I can prove it! (Takes out Age-rager and hands it over to Old Splodge who picks it up)*

*Old Splodge: Hmm, you can go now boy. I will send a letter home to your parents, telling them that you are suspended from school for telling lies.*

*(Narrator walks sadly from the room).*

### **Two weeks later at school...**

*Narrator: I thought I'd get suspended from school, but nothing happened. My parents never got a letter from Splodge. And then he completely disappeared! Which was really strange, but I can't say I'm sorry.*

*Narrator's friend: Yeah, none of us have missed him. It's the best thing that's happened all year.*

*Narrator: ...whereas **that** is the worst thing that's happened to me all year. (watching as Miss Newham walks past with young man, wearing pink bow tie). What does she see in him?*

*Narrator's friend: Oh come on mate, you know he's much better looking than you. You never stood a chance, did you? But I must say, you'd think he would have better dress sense. What's a guy his age doing wearing that ridiculous pink bow tie?*

## Pink Bow Tie

### Context

### Honesty pays?

This is a game for groups of up to six students. Divide out the cards equally between all the students. (If the group is smaller than six, the spare cards can be used as a 'reserve' which students can use to exchange their cards in place of a 'go'). Each student should also have three cards 'Yes', 'No' and 'Depends'. The object of the game is to decide which any particular student is going to respond to the predicament written on each card. A player starts by selecting a 'victim' and a predicament card. The player decides how the student is going to respond by placing a 'Yes', 'No' or 'Depends' card FACE DOWN on the table, then reads the predicament card to the 'victim'. The 'victim' student responds by choosing their 'Yes', 'No' or 'Depends' card, which is placed FACE UP on the table. This is compared with the card that the first player put **face down**; this player turns his or her FACE UP so that the two cards can be compared. If the two cards are the same, then the first player wins (because they correctly guessed the answer). If the cards are different then the 'victim' wins. However, if the 'victim' wins – or chooses 'Depends' - any member of the group can challenge their choice, and the 'victim' must defend it. The group will then decide by a majority ballot if the 'victim' is to be believed or not by the power of their argument. The loser gets to keep the predicament card, which they may use again in the game. The object of the game is to get rid of all your cards before anyone else.

You copied all your English homework from the internet without changing a word. Your teacher suspects you have done this and accuses you. Do you admit to copying everything from the internet?

You want to go out with your friends rather than do your English homework. When your teacher asks you why you haven't done your homework, do you tell the truth?

A good friend of yours has somehow got a copy of the English test you are going to have the next day at school. Do you take the opportunity to look at the test and see if you can work out the answers?

You see an opportunity to cheat at a school test without any possibility of being discovered. Do you take the opportunity to cheat?

A class rival – and someone you don't like – is clearly cheating in the test. You see him/her doing this. Do you do something to make sure the teacher realises what he /she is doing?

There is only one place left on a school trip that you want to go on.. And so does a friend of yours. However, your friend doesn't realise that you have to say you want to go on the trip before 5 o'clock that day, but you do. If you don't tell your friend you will have a better chance to go on the trip. Do you tell your friend?

You find out that a boy in your class is going out with an older girl in another year. He asks you not to tell anyone. Do you tell your friends?

You catch your younger brother downloading pornography from the internet. You could just ignore it, or tell him not to. Do you confront him about it?

Your sister is going out with a good friend. You discover that your sister is cheating on your friend and going out with another boy at the same time. Do you tell your friend?

Your sister is going out with a good friend. You discover that your sister is cheating on your friend and going out with another boy at the same time. Do you confront your sister about this?

You are in a supermarket and the girl at the cash desk gives you change for 10 euros instead of the 5 euros you actually gave her. Do you tell her of her mistake?

You are in your local shop and you buy some sweets. The man who owns the shop is a neighbour and he accidentally gives you change for two euros instead of one euro. Do you tell him of his error?

A woman with three screaming children – and who is obviously quite stressed – is taking some money out of a cash machine. She is so distracted by the children that she walks away from the machine without taking her money. Do you tell her about her mistake?

A man parks his expensive car on the pavement in front of you and jumps out to take some money out of a multibanco machine. His mobile phone rings and he answers it, and forgets to collect his money and goes back to his car. Do you tell him about his mistake?

You took the last four biscuits from the packet in the kitchen when no one was looking. They are your mother's favourite biscuits and she is furious to find out all the biscuits have gone. Your younger brother is well known for eating everything he can, so he is naturally blamed for eating the biscuits. He is about to be punished for something he didn't do. Do you admit it was you who ate the last of the biscuits?

Your teacher has left her briefcase by her desk while she goes out of the classroom for ten minutes. It is open. You can see that the answers for the next English test are in the briefcase. Do you take a look at the answers?

A boy has been bullying your younger brother for weeks. You are suddenly in a position to make the bully's life miserable by doing something equally cruel to him as he has done to your brother. Do you take revenge for your brother?

You are playing cards with some friends. One of them is holding his cards in such a way that you can see them clearly. Do you tell your friend to hide his cards better?

**Yes**

**No**

**Depends**

# Pink Bow Tie

## Context

### Biography

Here is the author, Paul Jennings, talking about himself. Can you put the paragraphs in the correct order?



When I left school I decided to be a teacher and went to Frankston Teachers College. I taught for a while at Frankston State School and Kangaroo Flat State School. Then I taught at a number of schools and later trained as a speech pathologist and worked in special education, and then in adult education. I stayed at Warrnambool Institute of Adult Education until 1989 when I decided to write full time. Unreal! was published in 1985. Most writers have to write in their spare time until they know if they can make a living from writing. So for four years I worked as a lecturer and wrote part time.

A

I was born in England on 30 April 1943 — it was still wartime. We lived in a place called Heston, near London. I can remember that there was an airport over the road. When I was six I left England, with my parents and my little sister Ruth, to come and live in Australia. That was in 1949. In those days, people came to Australia by boat. The one we came on was called the Ranchi. We sailed for five weeks before arriving in Melbourne. I went to Bentleigh West Primary School — I can still remember my favourite teacher. He was Mr Wheeler and when I put a nice teacher in my books I always think of him. I had a good childhood — I can remember all the good parts, like the holidays and my mother's bread and butter pudding, very clearly.

B

I can also remember all the fears and feelings of childhood that aren't so good. Feeling very small and powerless. The guilt and the embarrassment. The monster that I was quite sure lurked in the shadows. These are the things that I write about in my stories and which make some children ask 'How do you know what it's like to be me?' It's because I haven't forgotten those feelings — and nearly all children, even the bullies, have feelings like these.

C

Many people ask me, 'What's it like to be a writer, Paul Jennings?' Well, it's a great life. I don't think I would want to do anything else. I get an enormous amount of mail from all over the world. I always think how lucky I am that people like my stories so much that they take the time to let me know. That's really great. Most of them want to know more about me. That's what this article is all about — to tell you something about me and my life.

D

**Now try and answer these questions about the text.**

*Question 1:* What does the author think about his job? It's a) uninteresting b) alright  
c) fine d) wonderful

*Question 2:* Which of the following items does the author remember about his childhood? Tick (✓) each item mentioned.

- A long sea voyage
- An air raid over London
- An influential teacher
- His mum's cooking
- How he was bullied
- Seeing a monster
- School holidays
- Feeling inferior
- Being frightened

*Question 3:* Put the answers you ticked (✓) in Question 2 into three columns. The first column is for positive memories, the second for bad memories and the third for memories that were neither good nor bad.

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*Question 4:* Why did he not become a full time writer immediately?

*Question 5:* Imagine you are going to interview the author. What questions would you ask him to supplement the information you already have?

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# Pink Bow Tie

## Word Work

### Language in Use

#### Questions

There are lots of questions asked in the text. Here are some of them. They can be divided into two groups, those starting with question words and those that don't. Divide them into the two groups.

"What are you staring at, lad?"

"Why have you dyed your hair blond?"

"Didn't you know it is against the school rules for boys to dye their hair?"

"Trying to be a surfer, eh?"

"How is it that your hair is white today?"

"Am I old enough now?"

"Do you take me for a fool? Do you expect me to believe that yarn?"

Why would she go out with a kid who wears pink bow tie?



With question words	Without question words

Look at the box with those question without question words. You will notice that all of them reverse the order of the subject and the verb, either the main verb (to be) or the auxiliary verb 'to do'. So, '*I am old enough now*' becomes '*Am I old enough now?*' and '*You take me for a fool*' becomes '*Do you take me for a fool?*'

Put the following statements into questions; there are two versions for each, one with a question word and one without

1. You are staring at me \_\_\_\_\_  
\_\_\_\_\_
2. Your hair is white today \_\_\_\_\_  
\_\_\_\_\_
3. She has a new boyfriend \_\_\_\_\_  
\_\_\_\_\_
4. The Principal wants to see you \_\_\_\_\_  
\_\_\_\_\_
5. The boy caught a train \_\_\_\_\_  
\_\_\_\_\_

Now look at this question:

“Trying to be a surfie, eh?”

The Principal could have said “Are you trying to be a surfie?” but instead he choose to use a very short question tag form, which is more aggressive. Of course, the word ‘eh’ isn’t a real word at all, and is short for ‘are you’, so what he is saying is

“Trying to be a surfie, aren’t you?”

As you know, a question tag can make a statement into a question as well. This is quite an easy to make questions, as long as you remember to sue the negative question tag for a positive main verb and a positive question tag for a negative main verb. You have to be careful **when** you use, however, it as it is quite informal.

Make the following into questions by adding a question tag:

1. You are staring at me, \_\_\_\_\_
2. You have dyed your hair blond, \_\_\_\_\_
3. You know it is against the rules, \_\_\_\_\_
4. Your hair is white today, \_\_\_\_\_
5. You take me for a fool, \_\_\_\_\_
6. You expect me to believe that yarn, \_\_\_\_\_
7. She goes out with a kid with a pink bow tie, \_\_\_\_\_

# Pink Bow Tie

## Word Work

### Past and present at the same time?

Look at this question and decide which tense is being used – past, present or present perfect.

'Why have you dyed your hair?'

You chose present perfect, of course! But why is this tense being used here?

- **Question:** Is the action in the past or present (the verb is 'to dye', so the action was dying his hair)?  
**Answer:** The past. He dyed his hair sometime in the past. It doesn't matter when.
- **Question:** Is the consequence of the action still obvious?  
**Answer:** Yes, the speaker can see that the hair is a different colour. It was dyed, and it is still dyed: it has been dyed.

*So, a past action with a present consequence means that the best tense to use is the present perfect.*

What do you think the consequence of these actions might be:

- Falling off a ladder.                      *Example: breaking his leg*
- Eating too much chocolate.
- Not doing your homework.
- Running a long distance.
- Waking up late.
- Losing a train ticket

Now write your **consequences** as statements using a *present tense*

*Example: He has broken his leg.*

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Now formulate the question that you might make to ask what happened  
*Example: He has broken his leg. "Have you had an accident?"*

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Now complete these dialogues, creating explanations for the events mentioned by using the present perfect.

0. "You're all wet!" (*example*) "I've just been swimming"
1. "You're covered in chocolate!" \_\_\_\_\_
2. "You're late!" \_\_\_\_\_
3. "Why aren't you at the cinema?" \_\_\_\_\_
4. "Why didn't you catch the bus?" \_\_\_\_\_
5. "Why is your face so red?" \_\_\_\_\_

Now do the reverse. Here are some explanations; what are the questions (use the present tense)?

- 0 *example* "You're sweating!" "I've been digging a hole."
- 1 \_\_\_\_\_ . "I've been cutting up vegetables."
- 2 \_\_\_\_\_ . "I've seen the newspaper."
- 3 \_\_\_\_\_ . "I've read her letter."
- 4 \_\_\_\_\_ . "I've spent all my money."
- 5 \_\_\_\_\_ . "I've already ordered, thank you"

# Pink Bow Tie

## Word Work

### Language in Use

#### Verbs with Prepositions

I am sitting here outside Old Splodge's office waiting for him to call me in. Well, at least I've got something good to look at.

I am scared of the dark. I am scared of ghost stories. I am even scared of the Cookie Monster on *Sesame Street*.

'Easy,' says the kid-man as he stands up. The train is stopping at a station. 'Here,' he says throwing the radio thing on to her lap. 'You can have it if you want.' He goes out of the compartment, down the corridor and gets off the train.

These are all examples of a **verb** which is followed by a **preposition**. In each case the preposition makes the action of the verb clearer, or more obvious. The most common verb + preposition combination in the story is 'look at'. This makes it clear that the person has their attention directly on the object being observed, and not simply near the object, or away from the object. Similarly, when the narrator says that someone "gets off the train" they mean they are disembarking or leaving the train, not embarking or entering the train.

Usually we can change the meaning of the action by using another preposition. Sometimes these are opposites, sometimes they are not. Try changing the meaning of these actions by changing the preposition:

	<b>meaning</b>	<b>change of meaning</b>	<b>meaning</b>
stop at	exact location	<i>stop near</i>	not far away
look at	directly		avoid looking at
go out	leave		enter
get off	leave		enter

Look through the text and find ten more examples of verbs with prepositions. Write them here, and be prepared to explain what they mean.

1	2
3	4
5	6
7	8
9	10

# Pink Bow Tie

## Word Work

### Glossary

The text contains a number of words that you will need to look up in a dictionary. Some of them are colloquial terms common in Australia. The meanings given here are correct for the context of the story but may have different meaning in different contexts.

<b>bald</b>	without hair
<b>bent right over</b>	unable to stand straight
<b>bloke</b>	(informal) man
<b>bow tie</b>	small neck tie with two ‘wings’
<b>dye/dyed</b>	change colour artificially
<b>fiddling</b>	moving
<b>fool</b>	idiot
<b>freak out</b>	go crazy
<b>grab</b>	take quickly
<b>grumpy</b>	bad tempered
<b>guy</b>	(informal) man
<b>jammed</b>	stuck; can’t be opened
<b>knob</b>	switch / handle
<b>lad</b>	(informal) young man
<b>lunge</b>	reach for quickly and suddenly
<b>mean</b>	unpleasant; cruel
<b>parents will kill me</b>	not literal! – parents will be very angry
<b>puddle</b>	pile; untidy group
<b>real knockout</b>	beautiful
<b>retire</b>	leave work due to age
<b>rot</b>	decay
<b>shakes his head</b>	says ‘no’ with head
<b>silliest</b>	most stupid
<b>skinny</b>	extremely thin
<b>sticks his head around</b>	looks around the door into the room
<b>surfie</b>	surfer
<b>throat</b>	internal organ of neck
<b>trembles</b>	shakes (with excitement)
<b>twiddles</b>	moves; plays with
<b>two bob</b>	reference to old money – means not much money
<b>utter</b>	absolute; extreme
<b>veins</b>	vessels carrying blood
<b>walking stick</b>	support for walking
<b>wire-rim glasses</b>	the side or edge of spectacles are made of wire
<b>yarn</b>	unbelievable story