

Liverpool

Introduction

'Liverpool' is the first in a series of BritLit teacher resource kits produced by teachers from Hungary, in conjunction with the British Council, Hungary, which looks at British cities through the eyes of one or more of its poets.

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 of years 10 and 11. 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 has been proven. Alternative versions for other culture groups are being produced by teachers around the world, and this kit is the first to be produced by Hungarian teachers as part of the project.

The Resource Kits. Much of the material provided is intended to be used with mixed ability classes and while the input from the materials is the same, the output from the students will vary considerably. Other materials are generally classed according to their degree of difficulty using the Council of Europe Framework now adopted by many European countries as benchmark criteria for language assessment. (http://www.alte.org/can_do/cef.cfm). 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; we would be interested to see examples of this approach.

This Kit. Based on the poems of Levi Tafari this kit looks at the English city of Liverpool. It differs from previous BritLit kits in that there is no single narrative text to work through. Instead, three initial poems with two connecting threads are explored and put into the context of the author's home city. Unlike using narrative text, where we recommend that Characterisation work is carried out before the text is attempted, teachers may choose to introduce the poems first.

The Authors. This kit was written by Csontos Erzsebet, Solyom Zsuzsa, Andrew Reid and coordinated by Christina Smart.