

Visiting Time

Introduction

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 is recognised and generic versions of the resources kits are being developed. Welcome to kit number eleven of the BritLit series for higher level students (CEF B1.2 and above).

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 ALTE levels now adopted by many European countries through the Council of Europe 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 . All BritLit kits are special, but this one is extra special in that it has been entirely written by a team of very dedicated, hard-working and fun-loving teachers from all over Portugal. They first worked together in Norwich, at a summer school run by NILE, with teachers Alan Pulverness and Claudia Ferrada Moi in 2004. One of the results of this happy collaboration is this kit, which was written and argued over – much of it by electronic means – over the following autumn and winter. It must be said that a number of riotous dinners were also part of the chemistry for producing the kit, as was a weekend working with the author of the short story, Emma Brockes.

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: **Characterisation, 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 worksheet or worksheets within a sub-heading stand alone, and do not require work to have been done on any other worksheet. 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 worksheets 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 especially advise that all the work in the section '**Characterisation**' 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. All 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.

Visiting Time is based on a true story told to journalist Emma Brockes, It takes revenge as its theme, and cleverly looks at the way that physical revenge becomes transformed with a new reality. This story was first published in 'New Writing 12' (Picador/British Council) in 2004.

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Section	Worksheet or Project	Detail
Characterisation	The narrator	Using extensive quotations from the text, the characters are explored. These pre-reading worksheets are to be used before the story is read.
	The narrator and his family	
	Luke Slater, Murderer	
	The narrator and Luke Slater	
Context	The author – Emma Brockes	An introduction to the author and the press, together with an audio recording of an interview carried out by students
	The British Press	
	An interview with Emma Brockes	Background information, with some detailed work, on crime, how it is treated, and some causes.
	Law and Crime	
	Law and the Legal System	
Alcohol		
Word Work	Phrasal verbs	Grammatical structures taken from the texts, explored in detail
	Idioms	
	Colloquialisms	
	Spoken v Written language	
	Short forms	
	Vocabulary: in court, in prison, crimes	Specific lexis, in family groups
	Poem and Proverb	Homophones
Glossary – English: English	Specific lexis related to text, with meanings for the context explained	
Glossary – English: Portuguese		