

The students read the science-fiction story, *The Copy*, by Paul Jennings.

The chart below shows the global and operative can-do statements for Literature 2.

OBJECTIVE	CAN-DO STATEMENTS: OVERALL AND SPECIFIC	SECTION IN UNIT
Can follow a story that includes dialogue and narrative	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading as a leisure activity</i></p> <p>Can follow a creative text that includes dialogue and narrative</p>	Exercises B (pages 128-130), D (pages 131-133) and H (pages 134-135)
<p>Can identify the motives of the different characters in the story and become aware of conflict between the characters</p> <p>Can become aware of the different genre of a story</p>	<p>MEDIATING A TEXT:</p> <p>Can recognize when difficulties occur and indicate in simple language the nature of the problem</p> <p>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</p> <p><i>Analysis of creative texts (including literature) (adapted)</i></p> <p>Can identify, compare and briefly describe the key themes and characters in short, simple narratives involving familiar situations</p>	Exercises K and L page 135
Can write an imaginary description of other uses for the machine and predict their outcomes	<p>WRITTEN PRODUCTION:</p> <p>Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like ‘and’, ‘but’ and ‘because’, with increasing accuracy of spelling based on a developmental continuum</p> <p><i>Creative writing</i></p> <p>Can write basic descriptions of events, past activities and personal experiences</p>	Task page 135
Can write a continuation of the story in the form of a dialogue between characters	<p>WRITTEN PRODUCTION:</p> <p>Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like ‘and’, ‘but’ and ‘because’, with increasing accuracy of spelling based on a developmental continuum</p> <p><i>Creative writing</i></p> <p>Can write an introduction to the story or continue a story</p>	Task page 135
Can express a personal response to the story	<p>MEDIATING A TEXT:</p> <p>Can recognize when difficulties occur and indicate in simple language the nature of the problem</p> <p>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</p> <p><i>Expressing a personal response to creative texts (including literature)</i></p> <p>Can express reactions to a work, reporting feelings and ideas in simple language</p>	Think About It pages 130, 134 and 135

NEW WORDS

alike	certainly	meanwhile	strength	walk (someone) home
anticipate	cheek	mirror	such a / an	yet
backwards	dish	or something	switch on	
be friends with	hurt	reasonable	threaten	
beat	leave	shake	up the street	

Pages 128-130

The students read the science-fiction story, *The Copy*, by Paul Jennings.

You may wish to share the background information about the author with the class.

Paul Jennings was born in England in 1943 and migrated to Australia when he was six. Jennings loved reading and dreamed of being a writer. When he was 16, he tried to get a story he had written published. When it was rejected he didn't write again until he was thirty nine. In 1984, Jennings's son complained about a boring book he was reading. Jennings decided he would write a book his son would love. His first book *Unreal* was published in 1985. Since then he has written more than 30 books. Many of his stories lead the reader through an unusual series of events that end in a twist.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of a flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 120 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- A** In this exercise, the students are introduced to the topic of the story and to the new words. They look for words that can be used to talk about inventing things.

POSSIBLE ANSWERS

anticipate, reasonable, shake, strength, switch on, threaten

- B** Read or play the recording of the first part of the story *The Copy*. Ask the students who Tim has a problem with and why.

ANSWER

Tim had a problem with Mat Hodson. He didn't want Tim to be friends with Fiona.

- C** These questions allow the students to demonstrate a basic understanding of the events in Part 1. Tell the students to write the answers to the questions in their notebooks.

ANSWERS

- Two of the following: Mat was smart / captain of the football team / tough.
- The machine was a Cloner and he invented it to copy objects (like a bar of gold).
1. memory
2. friends
- d
- Dr Woolley was not in his workshop and the place was in a mess.

Think About It!

These questions encourage the students to analyze the story in more detail.

POSSIBLE ANSWERS

1. They both didn't have many friends. / They were both lonely. / They both liked to invent things.
2. Because the workshop was a mess; the tables and chairs were turned over and dishes were broken.
3. Because he knew it was a dangerous machine. / Because he knew objects or people could disappear.
4. He was kidnapped. / He died. / He disappeared.

Pages 131-133

- D** Read or play the recording of the second part of the story *The Copy*. Ask the students how Tim felt about The Copy at the end of this part.

ANSWER

Tim feels he has made a terrible mistake. He is jealous of and angry with The Copy.

- E** These questions allow the students to demonstrate a basic understanding of the events in Part 2. Tell the students to choose the correct answer and write their answers in their notebooks.

ANSWERS

1. pen
2. Reverse
3. different
4. the same
5. went out with Fiona

- F** In this exercise, the students demonstrate a basic understanding of the events in the story by completing a chart. Have the students copy the chart into their notebooks and complete it.

ANSWER

Who?	Tim	The Copy	Fiona
1. was punched by Mat	X		
2. said "Hello there, welcome to Earth."	X	X	
3. hid in the bedroom	X		
4. ate apple pie		X	
5. sat and laughed together		X	X
6. felt very angry	X		

Pages 134-135

- G** In this exercise the students demonstrate a basic understanding of the events in the story by completing sentences. Have the students copy the sentences into their notebooks.

ANSWERS

1. the police couldn't help Dr. Woolley if he had fallen into the Cloner and Tim is afraid that they will take the Cloner away and he would never see it again
2. The Copy could help him fight Mat Hodson
3. The Copy also ran from Mat Hodson
4. The Copy is taking Tim's place / he goes home and has tea with Tim's parents / he sits and talks to Fiona

Think About It!

These questions encourage the students to analyze the story in more detail.

POSSIBLE ANSWERS

It surprised Tim that The Copy knew what he was going to say. / The Copy was a liar.
Tim thought The Copy would help him but the opposite was true.

H Read or play the recording of the final part of the story *The Copy*. After they have read this part ask the students what they learned at the end of the story and what they think will happen next.

ANSWERS

1. Tim realizes that he has become The Copy.
2. Accept all logical answers.

I In this exercise, the students demonstrate a basic understanding of the events in the story by completing sentences and then putting them in the correct sequence of events. Have the students write their answers in their notebooks.

ANSWERS

- a. 4 fill out the application for the school camp
- b. 2 “Reverse”
- c. 6 was The Copy
- d. 3 an iron bar
- e. 1 the workshop
- f. 5 was writing with his left hand

J In this exercise, the students predict what happened to Dr Woolley based on the information in the story. Encourage the students to use their imagination and be creative. Have the students share their answers with the class.

POSSIBLE ANSWER

He disappeared in the Cloner.

K Read the explanation of Conflict and tell the students to describe either the conflict between Tim and Mat or between Tim and The Copy. Tell the students to write their answers in their notebooks. Then have them share them with the class.

POSSIBLE ANSWERS

- Tim and Mat have a conflict because Mat does not want Tim to be Fiona’s friend. Mat is a bully and Tim is afraid of him. Mat is sporty and strong. He punches Tim and hurts him.
- Tim creates The Copy in order to fight Mat, but is surprised when The Copy takes his place at home and with Fiona. Tim is jealous when The Copy has tea with his parents and spends time with Fiona. This causes a lot of conflict between them.

L Read the explanation of Motive and tell the students to answer the questions.

POSSIBLE ANSWERS

Tim wants to get rid of The Copy because he realizes he has made a terrible mistake. / The Copy is taking his place at home and with Fiona and he has to hide. / The Copy wants to get rid of Tim because he can read Tim’s thoughts and knows that Tim wants to destroy him.

Think About It!

These questions encourage the students to think about the development of technology, future progress and its advantages and disadvantages.

Accept all logical answers.

WORKBOOK page 121

Refer the students to the Workbook, page 121 for extra practice.

Refer the students to the Vocabulary Tracker on page 241 of the Workbook.

TASKS

The students choose one of the two tasks. Tell them to use the new words when writing their tasks.

In the first task, the students imagine that they have a cloning machine and choose three things that they would clone. They explain why they chose those specific things and what the result of cloning them will be.

In the second task, the students write the conversation between Tim's parents about the changes that they have noticed in Tim and try to explain them. The students can present their tasks to the class.

The students can use the photocopiable guidelines and checklists for the tasks on page 227 of the Workbook.

The assessment chart for the teacher appears on page 220 of this Teacher's Guide.