



Get ready!
Prior
knowledge

Enjoy
reading!

Speak up!

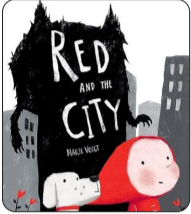
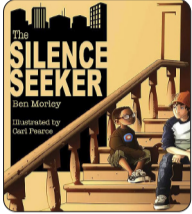
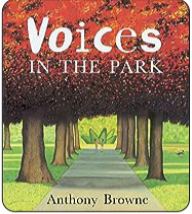
Grammar
you will
need

Writing with
a purpose

Final task

Picture Books for Teens

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cfu	 <p>Red and the City</p>	 <p>The Silence Seeker</p>	 <p>Voices in the Park</p>
Get ready! Prior knowledge	<ul style="list-style-type: none"> Look at the book cover – what does it make the class think of? Check whether the students know the original tale “Little Red Riding Hood”. If not, read it to them. Let the students describe what they see in the picture – colours, scenery, characters. 	<ul style="list-style-type: none"> Look at the front cover. Make the students describe the two boys and the relation they might have. Ask where they think the boys are. What do they think the title means? 	<ul style="list-style-type: none"> Look at the title and the book cover. Ask the students what voices it could be in the park, and what it means “to have voice”.
Enjoy reading!	<ul style="list-style-type: none"> In class share the first single spread in the text to get the students to understand how to work in details with the book. In pairs or small groups let the students read on and take notes about the appearance of the wolf in different situations, how the colours are used, and how facial expressions and elements change e.g., the dog and the flowers. 	<ul style="list-style-type: none"> In class read the first two pages together and talk about the misunderstanding. In groups let the students read the rest of the book while they write down all the “silent” places, Joe shows the new boy. Let them also write down what disturbs the places. 	<ul style="list-style-type: none"> In groups the students read the first voice. After having read the voice let them note: facts about age, income, and personality. They must find “proof” in text and picture. Share the findings in class. In groups the students continue with the other voices like above.
Speak up!	<ul style="list-style-type: none"> Alone the students write down which temptations and “dangers” Red meets in the city. In pairs make the students discuss what they have found in the text and compare it to the temptations and dangers they know of themselves. Let the students share their thoughts in bigger groups or in class. You might use a CL structure. 	<ul style="list-style-type: none"> In class talk about how the misunderstanding affects the rest of the book, and about the “what, why and how” when it comes to reasons for being an asylum seeker. Let the students think, individually, about what places in their neighbourhood they would take an asylum seeker and why. They share their ideas with a partner and then a group. The “hot chair” – one student is the asylum seeker or Joe. The rest of the class have prepared questions. 	<ul style="list-style-type: none"> Sum up on the “enjoy reading” tasks . How are the different persons and the environment described in the book? How do we see representations of different social classes? Do they know of any specific examples of e.g., poverty or prejudice from the real world?
Grammar you will need	<p>Focusing on chunks:</p> <ul style="list-style-type: none"> The students go through their notes and pick important vocabulary to describe life and dangers of the city e.g., stay on the path, tempted by, new season’s look, swallowed up, being lost, straying from. Share the findings in class. The students pick and use three chunks in sentences which they share with a partner. 	<p>Focusing on vocabulary:</p> <ul style="list-style-type: none"> Talk about the language used in the spreads, where Joe takes the boy to silent places. They contain sound-painting words e.g., click-clicking and verbs like banging, crashing, and jumping. Make the students use the same language method on a few of their own places (look at Speak up!). Share examples in class. 	<p>Focusing on vocabulary, tone, and the past tense:</p> <ul style="list-style-type: none"> The students analyse the language in the different voices: the tone, the lengths of the texts and the vocabulary revealing social class. They work in pairs. Divide the voices around the class. Let the students identify a number of important verbs in the past tense from the voice. Make them replace the chosen verbs with a synonym, but the tone of the text has to stay the same.
Writing with a purpose	<ul style="list-style-type: none"> The students write a poem using the vocabulary you focused on while speaking and working with grammar. The poem is going to be about the hectic life in the city and how it affects humans and their relations. They might also include aspects of consumerism in general. 	<ul style="list-style-type: none"> Either copy a few relevant pages from the book or bring post-it to class. Ask the students to imagine that they are The Silence Seeker, and that they do not speak English. They add think bubbles to the chosen pages and write what they imagine the asylum seeker might be thinking. Share. 	<ul style="list-style-type: none"> The students choose an episode from their own life and write about it using two different “voices”. Make them brainstorm on content and language, including aspects of vocabulary, tone, and tense. Let them use AI to experiment with the language and compare variations. Give the students the opportunity to read their texts out loud.
Final task	<p>Writing and artwork:</p> <ul style="list-style-type: none"> In pairs the students make an artwork e.g., a drawing, a collage, or some photos with added text, in which they express how young people could be swallowed up by modern life. Presentation: Divide the couples into A and B. Let all the A’s stay by the artwork to make a presentation while B’s visit the other artworks and listen to their presentations. After a while A and B swap. 	<p>What makes me belong?</p> <ul style="list-style-type: none"> Let the students consider which items to bring if the had to leave their home and country quickly. The things have to show where they belong e.g., pictures. The students choose a way to display the items e.g., a poster with pictures or drawings. Share the ideas with a partner. 	<p>Describe social aspects shown in a picture:</p> <ul style="list-style-type: none"> Have the student choose either an illustration from the book or a random picture - from an English-speaking country – illustrating social class. Using the aspects connected to language that you have been through, the students make an oral presentation of their picture either in class or recorded.