

# Shared reading

SECTION

3

## Extract 1

- Encourage the children to infer the relationship between Cam and Marlon through close reading of this text from Chapter 5. Underline examples of Cam's facial and body language speaking for him ('smile tugging...', 'shrugged', 'Eyebrows raised, I tilted my head...'). Ask the children: *How well do the boys know each other, when they don't need words?*
- Highlight examples of colloquialisms, such as 'nuts', 'round the twist' and 'digging and digging'. Explain to the children that expressions like these help dialogue sound natural and establish characters.

- Point out the punctuation of dialogue, including the inset text. Ask the children to examine how the author often avoids using tag-words, writing a descriptive statement to indicate the speaker: 'Marlon couldn't believe his ears', 'Marlon raised his right hand'. Highlight the punctuation marks relating to direct speech.
- Circle examples of rhetorical questions, such as 'What do *you* think?'. Encourage the children to read this line aloud, recognising the need to place stress on the word 'you'. Similarly: 'Why would anyone ask me *that?*', 'But suppose *they* find out?'

## Extract 2

- Highlight emotive words and statements containing value judgments, designed to influence the reader and sensationalise the event, such as: 'exclusively reveal', 'waves of controversy', 'guinea pig on the frontiers of medicine'.
- Underline examples of blatant inaccuracies and inconsistencies. Ask the children: *What do these suggest about the nature of the article?* (Parts are made up, including direct 'quotations' falsely attributed to Cam and members of his family; the name of his school – a 13-year-old is not at primary school, although earlier he is

called a 'teenager' and his age wrongly given as 14.) Examples such as these suggest a journalist writing in haste, not caring about factual content so much as sensationalism.

- Point out the layout of the text. How does 'continued on page 4' help the plot? (It speeds up the narrative while indicating the level of media coverage.)
- What does the author achieve through including the article? (It foreshadows what Cameron will face when he returns to home and school.)

## Extract 3

- Explain how the italic font distinguishes this monologue from the main narrative and how the word 'Me!' in regular font, amidst italics, indicates stress.
- Underline colloquialisms in this example of Cam's webcam soliloquies: 'It's me again', 'Bring them on', 'stuffed envelopes into my hand'.
- Highlight rhetorical questions: 'And guess what?', 'Can you imagine?'
- Together, locate figurative expressions: 'didn't put a foot wrong', 'hit the roof', 'went absolutely

ballistic'. Ask what these indicate about Cam's state of mind and mood. (He is buoyant but contemplative, rationalising his reactions and behaviour through conversational reasoning: 'All I could see', 'of course', 'I can't believe...', 'I still don't...', 'I shouldn't have...')

- Ask the children what is implied in the last paragraph, beginning 'I think I'll shut up now...'. Does this mean that Cam has modified his views? Has he calmed down? Is he ready to face his family?

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