

7 Teen fiction

Unit profile

Vocabulary: Fiction: adjectives and nouns

Reading: *Writing for teenagers – we talk to Malorie Blackman*

Grammar: Modals: ability, possibility and *managed to*

Vocabulary: Adjective + preposition

Writing: A story (1)

Warmer

- 1 Ask students to write three questions starting with *Have you ever...* about reading and books, e.g. *Have you ever read a book written in English?* Monitor and help students with ideas, and check students' use of the present perfect (*Have you ever + past participle?* / *I have/haven't + past participle*).
- 2 Tell students to walk around the room and find someone who has done each of the things mentioned in their questions.
- 3 Elicit some questions and answers from different students, and discuss them as a class.

Your profile

Brainstorm different genres of novels on the board (*teen, adventure, detective, graphic, historical, science fiction, fantasy*, etc.) and then put students into small groups to discuss the questions. Hold a class vote to find out the most popular type of fiction and then find out if anyone in the class writes stories or knows someone who does. Ask them to share their experiences with the class.

VOCABULARY Fiction: adjectives and nouns

- 1 Check students understand the concept of a book review by nominating a student to say what it is (*a report that gives an opinion about a book*). Ask students what type of things they would expect to find in a book review (e.g. plot summary, description of characters, personal opinion, etc.) and then put them into pairs to match the meanings in the box to the phrases in bold in the sentences. Check answers.

Extension activity

Ask students to think about novels they have read recently. In pairs, ask students to choose three or four adjectives and nouns from exercise 1 to describe the stories to each other. Elicit one or two descriptions from different pairs.

Answers

- 1 key factors – essential ingredients
predictable plot – boring story
- 2 complex issues – difficult subjects
- 3 contemporary flavour – modern feel
- 4 major characters – main characters
minor roles – less important characters
- 5 outstanding treatment – brilliant handling
- 6 moving tale – sad story

- 2 1.22 Tell students that they are going to listen to three teenagers talking about novels they have read recently. Give students time to read the questions and elicit words that mean the same as *impressed* (*amazed*) and *challenging* (*difficult*). Play the recording and check answers.

Answers

- a Speaker 2 b Speaker 3 c Speaker 1

Audioscript

- 1 I've read five of this author's novels now and they're all very similar. The major characters from one story appear in minor roles in the next. I quite like the fact that there are complex issues in the books, though sometimes this becomes very heavy and really slows things down – I almost gave up at one point! What he does best is contemporary spoken language – his treatment of that is so impressive. The dialogue jumps off the page and makes all the people seem so alive, so real.
- 2 A lot of my friends have enjoyed her books so I was expecting great things from this one, but I have to say I was disappointed. All the key factors that combine to make great teen fiction seemed to be missing – there were no memorable or even believable characters, no complex ideas, and the story was so predictable! When I reached the end I thought, so what?
- 3 I'd never read anything by this author before, but I'll definitely read more of her work after this. I downloaded it on the advice of a friend who is passionate about reading, so I knew it would be good. Anyway, it was outstanding – a really moving story that I could identify with. The story was unpredictable too, which I really liked. So I guess that makes it my number one choice right now. I'll probably re-read it one day.

- 3 1.22 Before you play the recording again, ask students to work with a partner to see if they can complete any of the gaps. Play the recording for them to check their answers.

Answers

- 1 major; minor 2 contemporary 3 complex; predictable
- 4 outstanding; moving

- 4 Put students into small groups for this exercise. Tell them to use as many of the words in bold from this section as possible. Find out which group used the most words and get them to describe one of the books to the class.

READING

- 1 Ask students if they have heard of Malorie Blackman, and elicit anything they already know about her (see Cultural background). Give students just 30 seconds to read the text quickly and to answer the question. Allow them to compare their answer with a partner before checking as a class.

Answer

Children's Laureate

Cultural background

Malorie Blackman (born 1962) is a British writer who uses science fiction to explore social and ethical issues, such as racism. Her most famous work for young adults is the *Noughts and Crosses* series, which tackles racism. She was made Children's Laureate, an outstanding achievement award given every two years to a writer or illustrator of children's books, in 2013.

- 2 ●● This exercise provides preparation for *First Reading* and *Use of English* Part 3. Tell students to look at the example. Highlight the word ending (-ous) and then put them into groups to brainstorm possible endings for the words in 1 to 8 as quickly as possible. Elicit some suggestions from the fastest group and then ask students to complete the exercise. Encourage them to identify the type of word they might need, e.g. adjective, adverb, noun and to say why. Allow students to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to write sentences using a different form of some of the words. Elicit examples when checking answers to exercise 2.

Answers

1 translations 2 programmer 3 directly 4 professional
5 achievement 6 appearances 7 passionate 8 childish

- 3 Tell students they are going to read an interview with Malorie Blackman. Put them into pairs to think of two questions they would like to ask her. Elicit some examples (e.g. *Why did you become a writer? Who is your favourite author?*) before students complete the exercise. Check answers. Find out if any of the students' questions were actually asked.

Mixed ability

You could support weaker students by giving them the first and last answer. Stronger students can complete the exercise without this support.

Answers

1 C 2 G 3 A 4 F 5 B 6 E 7 D

- 4 Before students read the text again, ask them to underline the key words in each question, e.g. *praise teenagers, open, ideas* in question 1. Remind them that this strategy can help them when looking for specific information. Tell students to read the text again and to find answers to the questions. Allow them to compare their answers with a partner before checking as a class.

Answers

1 D 2 A 3 G 4 C 5 C 6 B

Talking points

Put students into small groups to discuss the questions. Elicit their ideas for questions two and three and write them on the board. Ask students to rank and choose the three most important ideas for each question. Share some ideas as a class.

EP Word profile

Books closed. Write *story* on the board and tell students to write two sentences using it. Books open. Ask students to compare their sentences with the ones in the book. Set the exercises on page 124. Check answers.

Answers

1 short stories
2 To cut a long story short
3 side of the story
4 news story
5 's another story

Cooler

Tell students to imagine that they are going to interview a famous author (or celebrity of their choice if they cannot think of one), and to think of the questions they would ask. Put them into pairs to share their questions and discuss how they think the person might answer. If possible, pair students together who plan to interview the same person.

GRAMMAR Modals: ability, possibility and managed to

- 1 Books closed. Ask students to tell a partner a general ability they had in the past, e.g. *I could walk when I was one*, and a specific past ability they had in one situation, e.g. *I managed to finish my homework on time last night*. Tell them to write two sentences describing these. Books open. Ask students to compare their example sentences with the ones in the book and to complete the rules. Check answers.

→ Grammar reference Student's Book page 144

Extension activity

Write the following sentences on the board. Ask students to rewrite them using the negative forms of the verbs, then check answers as a class.

I was able to ask for help (wasn't).

They were able to publish it (weren't).

We managed to finish the exercise (didn't manage).

I could write my name when I was three (couldn't).

I'll be able to lend you that novel (won't be able).

Gary might be able to do a talk (might not).

Answers

- a could; were able to b managed to c will be able to
d might be able to

- 2 Ask students to choose the correct option to complete each sentence. As an alternative, set the exercise as a game. Divide the class into teams. Students should complete the exercise as quickly as possible while still getting as many answers correct as possible. Elicit answers from each team and award one point for each correct answer. The winning team is the one with the most points.

Answers

- 1 could 2 managed to 3 couldn't 4 won't be able to
5 managed to

- 3 Ask students to read the text, ignoring the gaps, to find out what Byron's job is (*comedian and poet*). Tell them to complete the gaps with words from the box. Allow students to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to think about how Byron's childhood might have affected his life positively, e.g. *It gave him lots of experiences to use in his life, he could use some of the events in his jokes*. Elicit some ideas after checking answers to exercise 3.

Answers

- 1 weren't able 2 couldn't 3 managed to 4 is able to
5 will be able to

- 4 Model the activity by telling the class about yourself, e.g. *I couldn't drive when I was younger, but now I can. I used to be able to speak Japanese, but I can't now*. Ask students to write sentences individually and then compare their answers with a partner. Tell students to ask each other at least one question about each sentence. Elicit some responses from the class.

Corpus challenge

Tell students to read the sentence and to correct the mistake. Check answers. Remind them that we use *could* to talk about a past ability, e.g. *I could swim fast when I was young*.

Answer

I was able to find a scholarship for my studies in England.

VOCABULARY Adjective + preposition

- 1 Ask students to read the example and to then work in small groups to think of other adjective + preposition combinations, e.g. *bored with*, *tired of*, *scared of*. Set a time limit before eliciting ideas and adding them to the board.
- 2 Check students understand the adjectives by asking them questions about each one. For example: *How might you feel before giving a presentation? (nervous)* *Which adjective means you like something very much and do it often? (addicted)*. Tell students to match the two halves of the sentences. Check answers.

Answers

- 1 g 2 h 3 e 4 a 5 f 6 c 7 b 8 d

- 3 Ask students to complete the sentences with their own ideas. Put them into small groups to read their sentences out and then ask and answer questions with each other. Discuss some of their ideas as a class.

Mixed ability

Ask weaker students to complete three or four of the sentences. Stronger students can complete them all.

Extension activity

Put students into new groups. Tell them to take turns drawing pictures of their sentences from exercise 3 for the rest of their group to guess the sentence. For each correct guess, they win a point.

Answers

- 1 by 2 of 3 for 4 about 5 at 6 to 7 with

WRITING A story (I)

- 1 Ask students to work in small groups to predict how the story might continue. Check understanding of *crawl* (move on your hands and knees) and *nervously* (in a worried or anxious way). Elicit some ideas from the class.
- 2 Ask students to read the story and to compare it to their prediction. Find out if anyone had similar ideas to the story and if anyone thinks the ideas they discussed in exercise 1 are better than those in the actual story.

Extension activity

Write these questions on the board and put students in pairs to discuss them. Tell students to imagine themselves in the writer's position. Check as a class.

Why do you think Billy had to get help in time? (Possibly someone had been injured)

Why did Billy's journey seem like hours? (Because he was feeling scared and anxious)

What image do you have of Dr Niemi? (Students' own answers)

Why was Billy able to relax? (Because he had succeeded in reaching the doctor)

Answers

1 Yes 2 crocodiles 3 Everything was going to be fine.

- 3 Tell students to read the *Prepare* box and to do the matching exercise. Check answers. You could ask students to write their own sentences using the words in the box.

Answers

immediately – without waiting
eventually – finally
once – as soon as
after – following
finally – means after a long time or some difficulty

- 4 Put students into pairs to discuss what the underlined adverbs describe. Elicit a definition for each word.

Extension activity

Put students into small groups. Tell them to take turns to mime an adverb for the rest of the group to guess. Ask each group to choose one of the adverbs to mime to the class.

Answer

nervously – how Billy moved
awkwardly – how Billy landed
desperately – how Billy was looking for the boat
anxiously – how Billy looked around
hurriedly – how Billy tied up the boat
calmly – how Dr Niemi picked up his bag

- 5 Monitor as students complete the sentences individually. Extend the exercise by getting them to write sentences using the other two adverbs. Check answers and elicit their additional examples.

Possible answers

1 calmly 2 hurriedly 3 desperately 4 anxiously

- 6 Put students into small groups to discuss the different tenses. Monitor and help as necessary before checking answers, encouraging stronger students to explain why each tense has been used.

Answers

- 1 To describe a completed action
- 2 To show that something happened and finished before something else in the past
- 3 To describe an ongoing state in the past

- 7 Check understanding of *break* (start suddenly). Tell students to spend five minutes planning their story. Then put them into pairs to share their ideas. They can help each other to develop their stories by asking each other questions about what happens.

- 8 This exercise provides preparation for *First Writing Part 1*. Give students ten minutes to write their stories. Swap the stories around the class. Tell them to use the *Prepare* boxes to review their partner's stories. Then ask students to write a short review of the story they have read and to then give it back to the person who wrote it. Encourage them to be positive about each other's stories.

Sample answer

Charlie watched the dark clouds anxiously, wondering when the storm would start. He was still a long way from the shore, and struggling to keep his tiny sailing boat upright in the heavy sea. As the waves got bigger and bigger, he started to worry that his life was in danger. There was no way he could reach dry land in these conditions.

Luckily, he had a couple of red safety flares that his father had given him to use in an emergency. He activated them and sent them climbing into the black sky, which was lit up by lightning at the same moment. The storm had finally begun and Charlie now had to face icy rain and very strong winds, completely alone. All of a sudden he heard something moving in the air above him. It was a helicopter and he waved at it with huge relief. They had seen his flares and were there to help him. The helicopter pilot sent a radio message to the nearest lifeboat, which came out immediately and brought Charlie and his little boat safely home.

Cooler

Prepare a set of cards to revise adjectives + prepositions. Write an adjective on one side of the card and the collocating preposition on the other. Put students into pairs and tell them to draw a noughts and crosses board. One student is 'noughts'; the other is 'crosses'. Students take it in turns to take a card and look at the adjective. If they can correctly name the preposition it collocates with, they can add a nought or a cross to the grid. The aim is to get three noughts or three crosses in a row (horizontal, vertical or diagonal). If you do not have time to prepare the cards, students can simply take it in turns saying an adjective for their partner to give the corresponding preposition.

Project

Tell students to think of a book they have read recently, and put them into small groups to summarise it. If possible, encourage students to find reviews of the book on a website such as www.goodreads.com to see what other people think of it. In the following class, pair students with someone else who has read the same book and ask them to feed back what they found out and discuss whether they agree or not. Share some ideas as a class.

Teacher's resources

Student's Book

Grammar reference and practice page 144

Vocabulary list page 131

Workbook

Unit 7, page 28

Go online for

- Pronunciation
- Corpus tasks