

IMAGINE



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*"I'm Gonna Make Him An Offer
He Can't Refuse"*



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IDENT

C H A P T E R 1

ITIES

① SNACK ATTACK

BEFORE WATCHING

You are going to watch a short story called Snack attack. Here's a short list of the characters and some items of the story. Ask at least 2 questions about the events of the story and try to guess what is going to happen. After you watch the video, **check if you have guessed right!**

**SCAN ME
AND
WATCH**



- Elderly woman
- Bench
- Young man
- A pack of cookies
- Train

MY QUESTIONS

MY PREDICTIONS

1 Use the characters and write your own short story.

Then draw them.

WHILE WATCHING

Pause the video at 3.15'
and answer the questions.

A What do you think will happen next?

B Why did the young man eat the lady's cookies without even asking?

C What do you think of the young man and the old lady?
What adjectives would you use to describe them?

OLD LADY _____

YOUNG MAN _____

D From the characters' perspectives: Finish the sentences.

The old lady thinks the young man is _____

The young man thinks the old lady is _____

AFTER WATCHING

Now that you've watched the video,
answer the following.

- A** What do you think of the young man and the old lady now?
Has your opinion changed?

OLD LADY _____

YOUNG MAN _____

- B** What did you like best in the story?

- C** Which character in the story would you identify with?

- D** When was the last time you realized that you misjudged someone?

4

Choose 2 of the following:

A

Imagine you are the young man sitting on the bench next to the elderly lady. You are texting your best friend. Write down your text.

B

Imagine you are the elderly woman in the train after you've realized what has happened. You start chatting with the person in the seat next to you and you tell them about your experience.

C

Imagine you are the elderly lady and you decide to write an apologizing letter to the teenager.

D

Imagine you are the young teenager and you decide to post a short video on social media briefly telling the story the way you experienced it. At the end of the video, you explain why you reacted the way you did and how this made you feel. Record yourself using Flipgrid.

Act it out! Set the scene, get in character and act out the story.

5

Match the words
to the characters.

Personality traits

Old lady

Young man

Feelings

Old lady

Young man

thoughtful
exasperated
pissed
empathetic
astonished
kind
frustrated
embarrassed
understanding
bad-tempered
puzzled
surprised
laid-back
friendly
patient
incensed

6

Fill in the gaps:

grumbling | board | deal | taken aback | inconsiderate

The old woman is _____ when she finds out that the pack of cookies has been in her bag the whole time.

She keeps moaning and _____ as she gets mad at the teenager.

The boy decided not to make a big _____ of small things.

Both characters sit on a bench waiting to _____ the train.

The elderly woman sees the young man as an _____ teenager who steals her cookies.

“

This story shows that we all make assumptions about other people, but that doesn't mean they're always true. **Sometimes, stereotypes make us believe certain things about certain groups of people.**

”



What assumptions do you think the characters made?

Here are some common examples of stereotypes:

Boys don't cry.

All teenagers are lazy.

What are stereotypes?

Can you give some more examples?

THE

WORLD

IS

YOURS

② THE PRESENT

BEFORE WATCHING

On what occasions do people give presents?

**SCAN ME
AND WATCH**



What's the best present you've ever received?

WHILE WATCHING

Watch the video. Pause at 1:22.

What do you think of the boy's character and behavior?

AFTER WATCHING

How did the ending make you feel?

Why did the boy change his mind?

1 Put the events of the story in the right order.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___

- A** – When he opens the box, a perky puppy comes out.
- B** – He tosses the puppy away and returns to his game.
- C** – The boy seems happy at first, but when he realizes the puppy is missing a leg, he gets angry.
- D** – A boy is absorbed playing a video game in the living room.
- E** – He decides to go outside to play fetch with the dog, at which point it is revealed that the boy is missing his leg too.
- F** – The boy tries to keep ignoring the puppy but he is soon won over by his determination and energy.
- G** – The puppy finds a rubber ball and uses it to invite the boy to play.
- H** – His mom arrives and gives him a box saying that this is a present for him.

Divide into groups. Group A reads the story out loud while Group B acts it out.

2

After watching the ending of the video, has your opinion about the boy changed? What do you think of him now?

Why do you think the boy's mum decided to give him this particular present?

What is the moral lesson the story conveys?

!

Find an alternative title for the story.

3

Match the words with their definitions.

Perky

easily annoyed and angry

Bad-tempered

not having certain physical abilities most people have

Disabled

bring

Fetch

not listen or pay attention to someone

Ignore

cheerful and full of energy

4. CHANGE THE STORY

Imagine the boy opened the box and found a completely different present. What would it be?

Write the story again including your idea of a present.



A large white rectangular area with rounded corners, containing ten horizontal lines for writing.

5 Imagine you are the boy's mum. You're talking on the phone with a friend of yours a few moments after you've given your son the present.

Write down your conversation.

6 What are some challenges people with disabilities might face in their everyday lives? How can they be overcome?

"Disability is caused by the way society is organized and not by a person's impairment" (UNICEF).

Do you agree with this statement?

7. A YEAR LATER

Imagine the boy's life exactly one year from the day he got his special present.

How do you think his life has changed?



A large white rectangular area with rounded corners and horizontal lines, intended for writing a response.



Read John Updike's poem "Dog's Death"

She must have been kicked unseen or brushed by a car.
Too young to know much, she was beginning to learn
To use the newspapers spread on the kitchen floor
And to win, wetting there, the words, "Good dog! Good dog!"

We thought her shy malaise was a shot reaction.
The autopsy disclosed a rupture in her liver.
As we teased her with play, blood was filling her skin
And her heart was learning to lie down forever.

Monday morning, as the children were noisily fed
And sent to school, she crawled beneath the youngest's bed.
We found her twisted limp but still alive.
In the car to the vet's, on my lap, she tried

To bite my hand and died. I stroked her warm fur
And my wife called in a voice imperious with tears.
Though surrounded by love that would have upheld her,
Nevertheless she sank and, stiffening, disappeared.

Back home, we found that in the night her frame,
Drawing near to dissolution, had endured the shame
Of diarrhoea and had dragged across the floor
To a newspaper carelessly left there. Good dog.

9

Understand the story

- 1** – “She must have been kicked unseen”
What does “unseen” mean?
☐ Nobody saw it happen ☐ She couldn’t see ☐ It was dark
- 2** – “shy malaise”
What is malaise?
☐ Happiness ☐ Sickness ☐ Energy
- 3** – “twisted and limp”
What does “limp” mean?
☐ Soft, not stiff ☐ Happy ☐ Sleeping
- 4** – “voice imperious with tears”
How did the wife sound?
☐ Quiet and calm ☐ Strong but crying ☐ Angry
- 5** – “Good dog”
Why does the poem end with these words?
Write your take (10-20 words):

10

Fill in the Blanks

Use the correct form of the word in CAPITALS:

1. The dog was to use the newspaper.
(LEARN)
2. At the of the poem, the dog is still
alive. (BEGIN)
3. The family had a sad
4. They found the dog still (LIVE)
5. The owner touched the dog's fur.
(CARE)
6. The dog on the way to the vet. (DIE)

Now write your own poem called “Dog’s Birth” about the beginning of a dog’s life.

[illegible]

③ OVER-COMER

BEFORE WATCHING



“

Happiness can exist
only in acceptance.

George Orwell

”

What do you think this quote means?

What should we accept in order to be happy?

AFTER WATCHING

What did the girl call herself?

Write down as many words as you can remember.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Match the words
to their antonyms.

unprepared

uninteresting

untalented

worthless

ugly

unsociable

failure

pretty

gifted

worthy

success

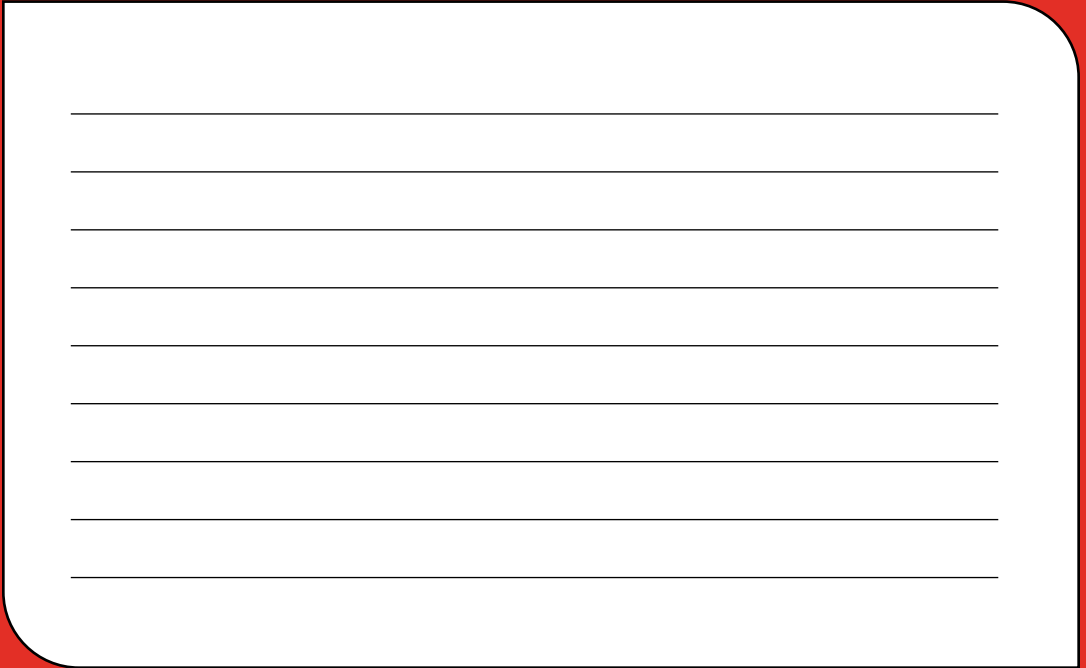
organised

fascinating

outgoing

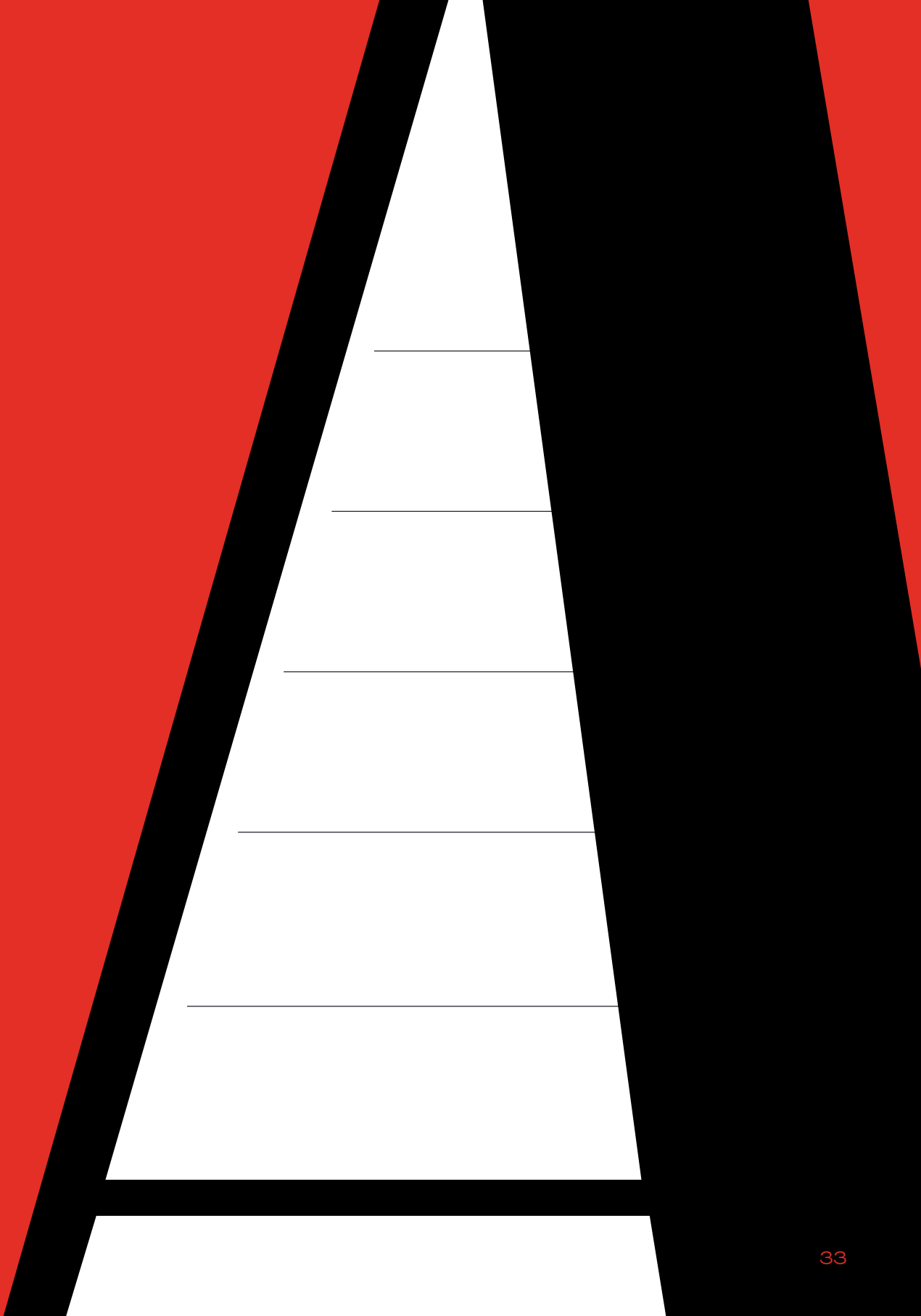
4

Who is the little girl in the video?
How does she differ from the teenage girl?



5

What are the steps that lead to self-confidence?
Complete the pyramid on the right.



6

Read the poem “The Orange” by Wendy Cope

At lunchtime I bought a huge orange—
The size of it made us all laugh.
I peeled it and shared it with Robert and Dave—
They got quarters and I had a half.
And that orange, it made me so happy,
As ordinary things often do
Just lately. The shopping. A walk in the park.
This is peace and contentment. It's new.
The rest of the day was quite easy.
I did all the jobs on my list
And enjoyed them and had some time over.
I love you. I'm glad I exist.

7

The poem has 3 stanzas. Draw a picture for each one showing what happens.





Happiness map

The speaker finds happiness in ordinary things.

Create your own happiness map.

What ordinary things make YOU happy? List 6–8:

1 –

2 –

3 –

4 –

5 –

6 –

7 –

8 –



Discussion questions

- 1 – Why might ordinary things suddenly make someone happy when they didn't before?
- 2 – What could change to make everyday things feel special?
After being sick? After being sad? After falling in love? Other?
- 3 – The last line says "I love you. I'm glad I exist."
What does it mean? Who might the speaker be talking to?

10

Write a short paragraph (60–80 words):
“A time when something ordinary made me
unexpectedly happy.”

A large rectangular writing area with rounded corners and horizontal lines, set against a background with red vertical bars on the left and right.

④ BEST FRIEND

BEFORE WATCHING

Define friendship.

What makes you a good friend? Take the five finger friendship challenge. Draw your hand then write on each finger what makes you a good friend.

**SCAN ME
AND
WATCH**

A large, empty rectangular box with rounded corners and a thick black border, designed for a student to draw a hand and write on the fingers.

1 Make your own “friendship code” in a circle time activity.

Describe an aspect of friendship that is important to you and this could be written down on a large sheet of paper. Once everyone has contributed the students will create their friendship code flag which could be displayed around the school.

2 Alternatively.

Students could write their own acrostic poem using the letters of the words ‘friend’ or ‘friendship’, describing what is important to them in this relationship.

WHAT WOULD LIFE
BE LIKE WITHOUT

FRIENDSHIP?

WHILE WATCHING

Watch the video of this sci-fi story called Best friend. Pause at 4.46. What do you think will happen to the man eventually? Write down your predictions:

AFTER WATCHING

Did you like the ending?

Yes, because _____

Not really, because _____

3

Fill in the gaps using the right word.

addicted

running

device

virtual

reflection

desperation

In the near future, everyone has a _____ called Best friend which is implanted in their heads allowing them to have the perfect _____ friend. Adam, a lonely man addicted to this device, finds himself in distress when the battery is _____ low but he's unable to charge it. Not patient enough to stand in a long line and wait for his turn to charge it, he ends up in an underground area where he finally finds a vending machine and charges his device. His state of bliss doesn't last long though as a weird looking man, also _____ to Best friend, attacks him and violently steals his device. Adam moves around the city in _____ until he finally collapses. The next morning we see Adam looking calm, checking his _____ in the mirror. A new device is now implanted in his head...

4

Match the words with their definitions.

device

feeling of extreme worry

implant

object invented for a particular purpose

virtual

unable to stop doing something

addicted

put inside someone's body in a medical operation

distress

fall down suddenly

collapse

created by a computer to simulate something real

5

How do Adam's emotions change and develop throughout the story?

Write his feelings when...

He celebrates his birthday with his virtual friends.

He realizes he can't charge his device the moment he wants to.

He gets attacked.

He realizes his device was taken away from him.

He sees himself in the mirror in the final scene of the video.

6

Who do you think the man that attacked Adam was? How did he end up this way?
Write his story as if you were this man.

**WRITE A DIFFERENT
ENDING TO THE STORY.**



Guess the object!

Adam could not imagine a world without his virtual friends.

Describe the object you can't live without.
Can your classmates guess what it is?

V I R T U A L
F R I E N D S H I P S A R E
NOT REAL.

8

Get into two groups and start a debate.
Make a list of your arguments for and
against the statement to help you.

WE AGREE

WE DISAGREE

PROJECT

The video features a dystopian society.

A dystopia is an imaginary, future society that is dehumanizing, unfair and unpleasant. There is often a backstory to a dystopian society, such as a war, environmental disaster, technological control and government oppression.

Work in pairs and create your own dystopian society.

Describe it. **What is life like in this society?**

THE EYES

CHICO

THEY NEVER

LIE



Read the poem “A Poison Tree” by William Blake and circle all the words that rhyme (words that sound the same at the end).

I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I watered it in fears,
Night & morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night.
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole,
When the night had veild the pole;
In the morning glad I see;
My foe outstretched beneath the tree.

10

Match the words with their meanings

Word

- 1* – wrath
- 2* – foe
- 3* – watered
- 4* – wiles
- 5* – deceitful
- 6* – veiled

Definition

- A* – to make something grow by giving it water
- B* – tricks or clever plans to deceive someone
- C* – very strong anger
- D* – an enemy
- E* – lying; not honest
- F* – covered; hidden

11

Discuss these questions with a partner:

- 1* – When you're angry with a friend, what do you usually do?
- 2* – Is it better to tell someone you're angry, or keep it inside? Why?
- 3* – What happens when people hide their feelings for a long time?

12

Read the poem again and answer the questions. True or False?

- 1 – The speaker was honest with both their friend and their enemy.
- 2 – When you talk about your anger, it goes away.
- 3 – The speaker showed their real feelings to their enemy.
- 4 – The poem has a happy ending.

13

Drawing comprehension

- 1 – Discuss with a partner and talk through what happens in each stanza
- 2 – Draw the story: Create either 4 separate pictures (one per stanza) OR one large illustration showing the whole story

