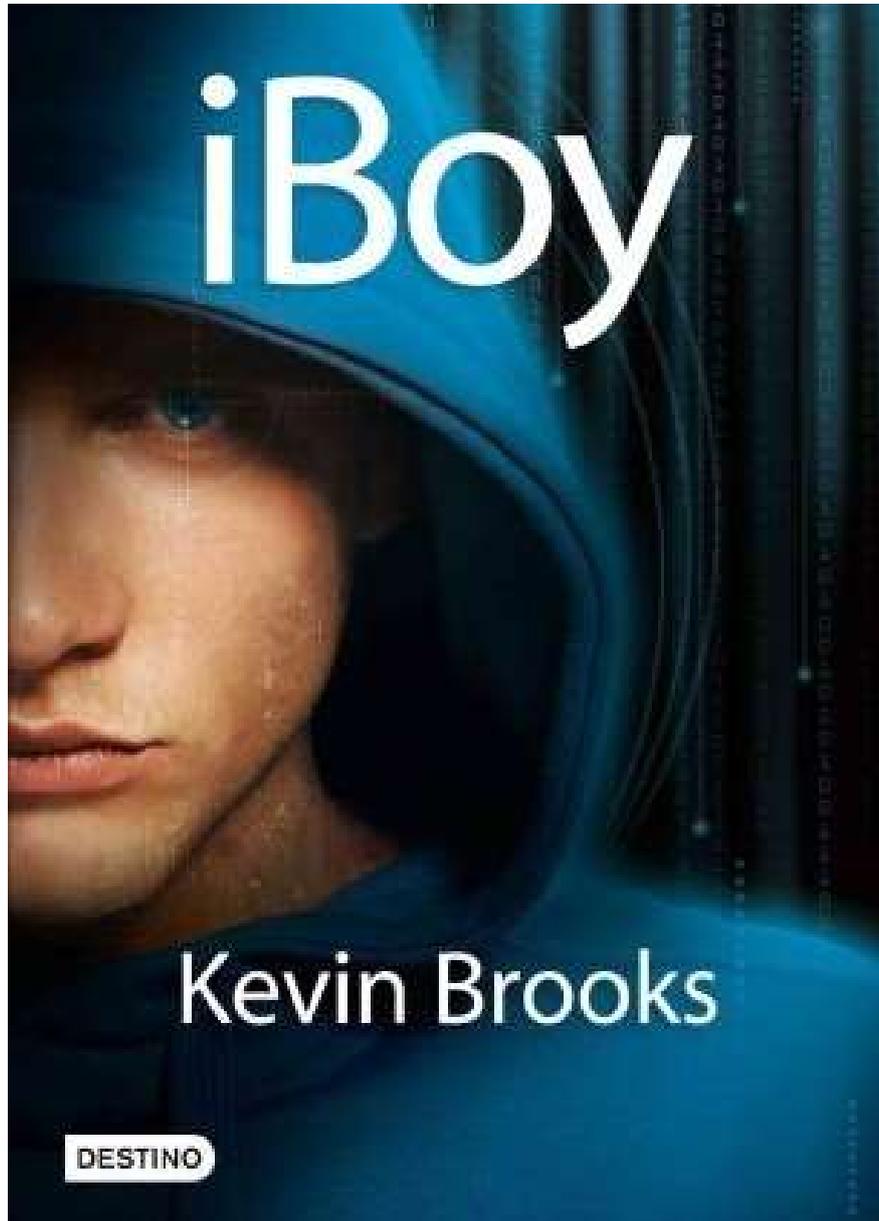


# Teacher's Package

## iBoy



Tanya Shurgalina

Bjorn Coenders

Maarten Everling

**Young Adult Literature**

## Teacher's Package

### **iBoy by Kevin Brooks**

#### **1. Book Introduction:**

Life of a 15-years-old boy Tom Harvey changes completely after an iPhone thrown from the thirtieth floor fractured his skull and small pieces of it embedded in his brain, giving him the power to get anywhere on the internet using Wi-Fi, track any telephone or electronic device, moreover he gets some special physical abilities. He finds out about these powers after he wakes up from a 17-day coma. At the same time he finds out that his best friend Lucy has been raped by members of a local gang called Crows. Lucy and her brother Ben know the names of the attackers but having no faith in the justice system, they refuse to tell anything to the police.

Tom has a very difficult decision to make- to either do nothing, just forget about everything and get on with his life or take justice into his own hands and fight the gangs which are terrifying the whole neighbourhood. After making his choice he also has to deal with the consequences of his actions.

**2. Goal of the lessons is to stimulate students interest in reading and to show them that reading can be fun.**

#### **3. Learning objectives**

- Let students see that there is not only black and white in the world and the border between good and evil can be quite thin
- Stimulate students' imagination and develop their creativity
- Improve students' English language skills
- Promote cooperation between students and improve their teamwork skills.
- Teach students how to search for the particular information in the text.
- Stimulate students' communicative skills
- Teach students how to draw conclusions from the given information
- Teach students how to have a discussion

#### 4. Target group

Havo/vwo 3 have been chosen for the target group. The book itself is 870 Lexile, which means it a pretty challenging read for first or second years from havo/vwo and too difficult for vmbo. The offered exercises require a certain amount of autonomy, logical thinking, ability to analyse information and draw conclusions, moreover a positive class environment is required. There is a significant amount of discussions in the program where everyone will have a different opinion to share with class or with a small group.

#### 5. Lessons plan

<u>Sessions</u>	<u>Goals</u>	<u>Activities</u>	<u>Homework</u>
<b>Lesson 1</b> <b>Pre-reading</b>	<b>Introduction of the book to the students, and make them interested in it.</b>	<ul style="list-style-type: none"> <li>• <b>Game Pictionary</b></li> <li>• <b>Work in small groups</b></li> <li>• <b>Guessing the plot of the book after watching the film trailer</b></li> </ul>	<b>Read p. 1 -24</b> <b>Answer the questions from the worksheet</b>
<b>Lesson 2</b> <b>While-reading</b>	<b>Monitor the comprehension of the first part. Consider the subject of gadgets in the modern world.</b>	<ul style="list-style-type: none"> <li>• <b>Watching a video "My smart home"</b></li> <li>• <b>Assignment "SpeedSearch"</b></li> <li>• <b>Discussing the outcome of the activity</b></li> </ul>	<b>Read p. 25 – 83</b> <b>Answer the questions from the worksheet</b>
<b>Lesson 3</b> <b>While-reading</b>	<b>Monitor the comprehension of the second part. Discuss the characters of the novel</b>	<ul style="list-style-type: none"> <li>• <b>Share the answer of the home questions with the class</b></li> <li>• <b>Working in small groups fill in a questionnaire for the main characters of the novel (Tom, Lucy, grandmother)</b></li> </ul>	<b>Read p. 84 -175</b> <b>Answer the questions from the worksheet</b>
<b>Lesson 4</b> <b>While reading</b>	<b>Monitor the comprehension of the third part. Consider the subjects:</b>	<ul style="list-style-type: none"> <li>• <b>Check the homework</b></li> <li>• <b>Discussing article</b></li> </ul>	<b>Read p. 176- 229</b> <b>Answer the questions from the worksheet</b>

	<ul style="list-style-type: none"> <li>• Justice and revenge</li> <li>• impunity and gangs</li> <li>• Tom and iBoy</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment “Tom and iBoy’</li> <li>• Assignment “What is this justice or revenge?”</li> </ul>	
<b>Lesson 5</b> <b>While reading</b>	<b>Monitor the comprehension of the fourth part.</b> <b>Discuss the subject of the border between good and evil. Analyse when the good becomes evil.</b>	<ul style="list-style-type: none"> <li>• Check the homework</li> <li>• Role game/discussion: “Prosecutor and attorney”</li> </ul>	<b>Read p. 230 – 290</b> <b>Answer the questions from the worksheet</b>
<b>Lesson 6</b> <b>While reading</b>	<b>Monitor the comprehension of the last part.</b> <b>Discuss the ending of the book, draw conclusions about the book.</b>	<ul style="list-style-type: none"> <li>• Check the homework</li> <li>• Writing assignment: Rewrite the ending of the book/ Write about one of the character's life twenty years from now.</li> </ul>	
<b>Lesson 7</b> <b>Post reading</b>	<b>Exchange opinions about the book.</b> <b>Do some fun activities to finish the module.</b>	<ul style="list-style-type: none"> <li>• Opinion clouds</li> <li>• Crack a code</li> </ul>	

## **Lesson 1. Pre – reading**

The main **goal** of the lesson is to interest students in the novel and to make the reading more enjoyable. At the lesson we will introduce to the students some key themes of the book and give them some food for thoughts about these themes in advance, before they discover these topics in the book.

### **1. Warming up. Game “Pictionary”.**

The rules:

Divide the class into 3 or 4 groups. In turn one participant from every group comes to the white board and draws a word which he gets from the teacher. The other students have to guess the word and earn points for their team.

Words

- Super power
- Schoolboy/schoolgirl
- Criminal
- Friend/friendship
- Gadget
- iPhone...

### **2. Activity “Super Powers” (Worksheets 1.1-1.5)**

The goal of this activity is to get the students acquainted with one of the themes of the book “Power and abuse of power” and even before they read the book to get them to think about the fact that the more power you have the more responsibility you get with it.

- Students are divided into 4 groups. Every group gets a card with a name of one super-power on it (every group gets its own power). They have five minutes to think of what they could do if they had this super power. They have to write down at least 3 possible uses of it.
- Every group gives its card to another group so as group 2 gets the card of group 1, group 3 gets the card of group 2 and so on. Students have 7-8 minutes in order to read the answers written by the previous group and analyze if the use of the super power:
  -  Legal (doesn't break any law)
  -  Doesn't infringe upon the interests of other people.

The answers are being discussed with the whole class. We compare how many legal and harmless ways of using the superpowers were listed and how many illegal ones.

### **3. Brainstorming “What the book is about”.**

After stimulating students’ curiosity we suggest to watch the official iBoy movie trailer:

<https://www.youtube.com/watch?v=qFOFnIZptyc>

Watching of the trailer is followed by the brainstorm on what the book is about. We write all the ideas down and keep them so that we can review them at one of the last sessions.

### **4. Homework (Worksheet 1.6)**

- Read pages 1 -24
- Answer the questions from the worksheet two

Questions:

1. Why was Tom going to Lucy that day?
2. What kind of unusual things felt Tom after waking up from coma?
3. How did Tom find out about what had happened to Lucy? What did he tell the police on this matter?

## **Lesson 2. While reading**

In this lesson we will be exploring topic “Gadgets in the modern world”. Students will discover how many electronic devices surround us in our everyday life, and realise how powerful modern technology is and how much information is possible to find on the internet in a very short time-span.

### **1. Monitoring the comprehension of the text by checking the homework.**

At the beginning of the lesson we check the answers to the questions from Worksheet 1.6. Some students voluntarily read their answers, the others give additional information if they have something to add.

### **2. Watching video “Your smart home”**

We will continue the lesson with a short video about your smart home. It explains how many “smart” devices we have now a days and how those gadgets contribute and make life easier but also the risk they bring.

link: <https://youtu.be/EzCVpaEb0kQ>

After watching the video the students are being asked how many “smart” devices there are in the school.

### **3. Activity “SpeedSearch”**

We divide the class into 4 groups, every group gets an actress or actor to investigate. The student will have about 3-5 minutes in order to find as much information as possible about these Hollywood stars. The teacher will then ask 10 general questions to the groups who have to respond with a short answer per group. The group with has the most correct answers wins!

#### **Question 1: On which date was he/she born?**

- |                       |                   |
|-----------------------|-------------------|
| 1 – Hugh Laurie       | 11 June, 1959     |
| 2 – Ian Mckellen      | 25 May, 1939      |
| 3 – Jennifer Lawrence | 15 Augustus, 1990 |
| 4 – Keira Knightley   | 26 March, 1985    |

#### **Question 2: Which movie or series was his/her debut?**

- |                  |                                |
|------------------|--------------------------------|
| 1 – Hugh Laurie  | 1975, Who sold you this, then? |
| 2 – Ian Mckellen | 1969, A touch of love          |

- |                       |                         |
|-----------------------|-------------------------|
| 3 – Jennifer Lawrence | 2006, Monk              |
| 4 – Keira Knightley   | 1993, Royal celebration |

**Question 3: What movie or series is their crown jewel?**

- |                       |                          |
|-----------------------|--------------------------|
| 1 – Hugh Laurie       | House/Fry and Laurie     |
| 2 – Ian Mckellen      | Lord of the rings, X-man |
| 3 – Jennifer Lawrence | Hunger games             |
| 4 – Keira Knightley   | Pirates of the Caribbean |

**Question 4: Did they marry and to whom?**

- |                       |               |
|-----------------------|---------------|
| 1 – Hugh Laurie       | Jo Green      |
| 2 – Ian Mckellen      | Divorced      |
| 3 – Jennifer Lawrence | No            |
| 4 – Keira Knightley   | James Righton |

**Question 5: Does he/she have children?**

- |                       |                    |
|-----------------------|--------------------|
| 1 – Hugh Laurie       | 2 sons, 1 daughter |
| 2 – Ian Mckellen      | No                 |
| 3 – Jennifer Lawrence | No                 |
| 4 – Keira Knightley   | 1 daughter         |

**Question 6: Does he/she have siblings?**

- |                       |                      |
|-----------------------|----------------------|
| 1 – Hugh Laurie       | 1 brother, 2 sisters |
| 2 – Ian Mckellen      | 1 sister             |
| 3 – Jennifer Lawrence | 2 brothers           |
| 4 – Keira Knightley   | 1 brother            |

**Question 7: Does he/she sing?**

- |                       |     |
|-----------------------|-----|
| 1 – Hugh Laurie       | Yes |
| 2 – Ian Mckellen      | Yes |
| 3 – Jennifer Lawrence | Yes |
| 4 – Keira Knightley   | Yes |

**Question 8: How tall is he/she?**

- |                       |        |
|-----------------------|--------|
| 1 – Hugh Laurie       | 1.88 m |
| 2 – Ian Mckellen      | 1.80 m |
| 3 – Jennifer Lawrence | 1.75 m |
| 4 – Keira Knightley   | 1.70 m |

**Question 9:** How much does he/she weigh?

- |                       |       |
|-----------------------|-------|
| 1 – Hugh Laurie       | 94 kg |
| 2 – Ian Mckellen      | 69 kg |
| 3 – Jennifer Lawrence | 63 kg |
| 4 – Keira Knightley   | 54 kg |

**Question 10:** What is their eye colour?

- |                       |       |
|-----------------------|-------|
| 1 – Hugh Laurie       | Blue  |
| 2 – Ian Mckellen      | Blue  |
| 3 – Jennifer Lawrence | Blue  |
| 4 – Keira Knightley   | Brown |

#### **4. Discussion**

Start a discussion with the class which focusses on the information of the previous exercise. How they obtained it, how fast they obtained it and how much information it actually is and how much can be found online if you would have more time? How sure are we of our online privacy?

#### **5. Homework.**

- Read pages 25-83
- Answer the questions from the worksheet 2.5

#### **Questions:**

1. Lucy knew some of the names of her attackers. Why didn't she reveal them to the police?
2. Tom threatened Ben to tell his mom about the iPhone if Ben doesn't give him the information he wanted. What secret about the iPhone does Tom know?
3. For what did the guys from Crows punish Ben?
4. Why did Lucy write in her blog, knowing that nobody was going to read it?

### **Lesson 3. While – reading**

In this lesson we will discuss the main characters of the book. We are going to find out how students picture them and why they give them some certain personality traits.

#### **1. Monitoring the comprehension of the text by checking the homework.**

At the beginning of the lesson we check the answers to the questions from Worksheet 2.5. Some students voluntarily read their answers, the others give additional information if they have something to add.

#### **2. Questionnaire about main characters**

Students are divided into 3 groups. We suggest each group to fill in a questionnaire about one of the main characters of the book- Tom, Lucy or Nancy Harvey. Each of the group receives a worksheet with the questions and resources needed to complete the assignment. Not all the information can be found in the novel so answering some questions students have to use their imagination.

In the worksheet 3 students can find questions they have to answer and pictures of 8 different people of matching age and gender.

Students have 10-15 minutes to complete the task. Afterwards each group presents their character and explains why they have used the certain picture and information. After every presentation other students are asked if their image of the character differs from the one presented.

#### **3. Homework.**

- Read pages 84 -175
- Answer the questions from the worksheet 3.

#### **Questions:**

1. Why had Davey no remorse for what had been done to Lucy?
2. How did Davey explained why Crows punished Ban?
3. What do you think about the phrase “There are no absolute right or wrong” from the context of the novel?

4. What did Tom feel when Jaydan was stabbed? Was he blaming himself? Why/why not?
5. Why wouldn't Tom have done anything about what had happened if he hadn't got his superpowers?
6. When Tom saw two girls with a group of boys, he thought that the girls needed help. What made him think so?

## **Lesson 4. While-reading**

In the lesson the topic “Justice and Impunity” is going to be considered. Students will have a possibility to discuss what is justice and what is revenge and analyse if there are any differences between these notions and what the differences are. Students will also examine the phenomenon of the influence on personality by power.

### **1. Monitoring the comprehension of the text by checking the homework.**

At the beginning of the lesson we check the answers to the questions from Worksheet 3.4. Some students voluntarily read their answers, the others give additional information if they have something to add. The main goal is to check the class’ comprehension of read chapters and to bring the general understanding of the events in this part of the book to an equal as possible level.

### **2. Reading an article. Discussing the problem of gangs in the contemporary world.**

Students are suggested to read the article below out loud. After that we want to discuss gangs and how the police steps in or what they can do to prevent actions like this from happening.

link: <https://www.usnews.com/news/best-states/california/articles/2017-11-13/5-shot-outside-home-in-fresno-gang-retaliation-suspected>

### **3. Discussion in small groups on the topic “Tom and iBoy”**

We want the students to become aware of the fact that iBoy and Tom react differently. They will get a worksheet 4.1 with 3 questions, the class will be divided into smaller groups of four where they are offered to have an open conversation about the questions stated below.

**Question 1:** Would Tom try to throw the boy out of the window? And if Lucy didn’t intervene would he have followed through with his action?

**Question 2:** Does Tom act the same as iBoy? Are they very similar or quite the opposite?

**Question 3:** Does Tom act out of revenge or justice?

After the discussion in small groups students have a possibility to share the groups' conclusions with the class.

#### **4. Answering questions on the topic "Justice and revenge" in small groups**

At first students are offered to consider notions such as Justice and Revenge. The following questions are discussed with the whole class.

*Could someone explain to me what justice means?*

*Could someone explain to me what revenge means?*

*What is the difference then?*

Then the students continue working in small groups. Each group receives a worksheet with 5 examples. Pupils have to work in groups and figure out if the situations described in the examples can be considered justice or revenge. If it's justice for example, they have to make circumstances which would make the case revenge and vice versa.

***Example 1:*** Someone hit my sister, so I hit him.

***Example 2:*** Someone got shot in the leg and the shooter got convicted to 3 years in cell.

***Example 3:*** I was bullying this kid and then all of the sudden someone hit me on the back of my head.

***Example 4:*** I was cycling and I crossed the street when the traffic light was still red. The police saw me do it and I had to pay a large fine.

***Example 5:*** My friend was cheating in our poker game, so I told on him and now he isn't our friend anymore.

#### **5. Homework.**

- Read pages 176 -229
- Answer the questions from the worksheet 4.3

#### **Questions:**

1. Where did Tom get 15 000 pounds to help his grandmother?

2. What did policemen hope to find while searching Tom's room?
3. How did the writer explain the phenomenon of gangs?
4. "Tom was sick of knowing anything, sick of not knowing anything". How do you understand this phrase?

## **Lesson 5. While-reading**

Theme of the lesson is Power and abuse of power. Guilty or not?

In the lesson students are offered to play a role game during which they will evaluate Tom's actions and decide whether he abuses his power or not.

Students are going to use logical thinking to analyze the information from the book, to draw conclusions and find out arguments in order to win the case.

### **1. Monitoring the comprehension of the text by checking the homework.**

At the beginning of the lesson we check the answers to the questions from Worksheet 4.3. Some students voluntarily read their answers, the others give additional information if they have something to add. The main goal is to check the class' comprehension of read chapters and to bring the general understanding of the events in this part of the book to an equal as possible level.

### **2. Role game "Prosecutor and Attorney"**

The students are going to hold a trial to decide whether Tom is guilty of committing crimes and abusing his powers or not. At start the class is divided into two groups:

- The prosecutors
- The defense attorneys

For each role there is a hand-out with a role description for students which you can copy and give to the groups. Make sure you know all the roles so you can answer any questions from the students.

The teacher guides the class through all the phases of the assignment. You will find a description of all the phases below:

#### **Phase one: preparation**

Each group is going to think of arguments they can use to prove their point. To make it more of a challenge you can ask the students to think of counter-arguments, so they are prepared for what their opponent could put forward. Give the students 10 to 15 minutes to do their preparatory work.

**Phase two: jury duty**

Select two jurors from each group. They are on jury duty. They will have to listen well to each party's arguments and are going to have to give a verdict. If the students can't reach a verdict, the teacher will cast the deciding vote.

**Phase three: the trial, part 1**

The prosecutors start making their arguments. Give them a few minutes. The defense attorneys will have to take notes about these arguments.

When the prosecutors are finished, the defense attorneys get a few minutes to state their arguments. This time, the prosecutors take notes.

As a teacher, make sure that as many members of the groups as possible state an argument.

The jury will have to listen to both arguments and to take notes.

**Phase four: recess**

Both groups get a few minutes to prepare a short statement (1 minute) in reaction to their opponent's arguments.

Meanwhile, the jury can compare notes and discuss what they think.

**Phase five: the trial, part 2**

The two groups take turns in making their final statements. The prosecutors start again.

The jury will have to listen to both arguments and to take notes.

**Phase six: the verdict**

The jury leaves the classroom for a few minutes. They will have to decide among each other: did Tom commit crimes and did he abuse his powers?

**3. Homework.**

- Read pages 230 -289
- Answer the questions from the worksheet 3.

**Questions:**

1. Tom has plans for the day after the picnic on the roof. What was he planning to do?
2. How did Howard Ellman find out who iBoy was?
3. How did Howard Ellman explain motives of his actions?
4. How did Tom manage to escape from the warehouse?
5. Describe the feelings Tom had after everything including police questioning was over.

## **Lesson 6. While reading**

In the lesson students are suggested to think of alternative ending of the novel as well as of the main characters' fate twenty years from now. After looking through the homework students will have a possibility to share their opinions about the last part of the book and to try to create their own completion of the novel.

The objectives of the lesson are

- To stimulate students' imagination
- To analyse information and to draw conclusions
- To improve students' writing skills

### **5. Monitoring the comprehension of the text by checking the homework.**

At the beginning of the lesson we check the answers to the questions from Worksheet 5.4. Some students voluntarily read their answers, the others give additional information if they have something to add. The main goal is to check the class' comprehension of read chapters and to bring the general understanding of the events in this part of the book to an equal as possible level.

### **6. Sharing opinions about the ending of the book.**

Students are asked if the ending of the book met their expectations, they are also asked to share the ideas about the future of the main characters.

### **7. Composition**

After the discussion the students are suggested to write a composition on one of the following topics:

- a) Alternative ending of the book
- b) Main characters' lives twenty years from now

After this exercise we want to ask if there's a student who wants to read his/her part out loud. The teacher can read the text out loud if necessary. Then briefly discuss the piece in class. We want everyone to turn in their written assignment so the teacher can read them through.

## Lesson 7. Post - reading

This is the final lesson of the module where we would like to get students' feedback about the book, to make them think if they have learned anything interesting and if they have enjoyed the book. We will finish the lesson with a creative fun activity to leave a nice aftertaste from reading the novel.

### **1. Opinions clouds.**

On the white board we draw or hang 3 pictures of a cloud. Students get green, yellow and red card. There is 1 statement in every cloud.

- I enjoyed reading the book
- The book made me think of something I'd never thought before.
- Reading of this book was useful language-wise.

If a student agrees with a statement, he sticks a green card onto the cloud, if he doesn't completely agree with it he uses a yellow card. If he disagrees with a statement, a red card is being used.

After the activity we discuss the results.

### **2. Cracking a code**

To finalize the module we play a game. In the novel iBoy was able to crack any password and code he wanted and we suggest the students to try to crack a code on their own.

#### **Rules:**

Students are divided into 2-4 groups. Every group get a worksheet with a encoded short story. Every letter in the story is changed into a sign (punctuation marks and numbers have not been changed). It's a time consuming activity, so in order to be able to complete it in the lesson, the teacher gives some hints.

- There are **6 indefinite articles** in the text
- **8 definite articles**
- After looking at the code for a minute, students can choose **3 signs** which they want to be revealed.

Students have 15-20 minutes to complete the activity.

**Text:**

A police officer found a perfect hiding place for watching for speeding motorists. One day, the officer was amazed when everyone was under the speed limit, so he investigated and found the problem. 10 year old Dennis was standing on the side of the road with a huge hand painted sign which said "Radar Trap Ahead." A little more investigative work led the officer to the boy's accomplice, another boy about 100 yards beyond the radar trap with a sign reading "Tips" and a bucket at his feet, full of change.

**Encoded text:**

@ ¢#\*\$+& #ΩΩ\$+&÷ Ω#χ\*☺ @ ¢&÷Ω&+□ ¥\$☺\$\*∞ ¢\*@+& Ω#÷  
₹@□+¥\$\*∞ Ω#÷ ₢¢&&☺\$\*∞ ☹#□#÷\$₢□₢. #\* & ☺@☺ □¥&  
#ΩΩ\$+&÷ ₹@₢ @☹@₢&☺ ₹¥&\* &₵&÷☺#\* & ₹@₢ χ\*☺&÷ □¥&  
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@ %χ+ᵈρ&□ @□ ¥\$₢ Ω&&□, Ωχ\*\* #Ω +¥@\*∞&.

**The key:**

<b>A</b>	@	<b>N</b>	*
<b>B</b>	%	<b>O</b>	#
<b>C</b>	+	<b>P</b>	¢
<b>D</b>	☺	<b>Q</b>	₵
<b>E</b>	&	<b>R</b>	÷
<b>F</b>	Ω	<b>S</b>	₢
<b>G</b>	∞	<b>T</b>	□
<b>H</b>	¥	<b>U</b>	χ
<b>I</b>	\$	<b>V</b>	₵
<b>J</b>	€	<b>W</b>	₹
<b>K</b>	ᵈρ	<b>X</b>	Σ
<b>L</b>	*	<b>Y</b>	☺
<b>M</b>	☹	<b>Z</b>	₢