Get INVOLVED!

American Edition

4

Student's Book
with Digital Student's Book
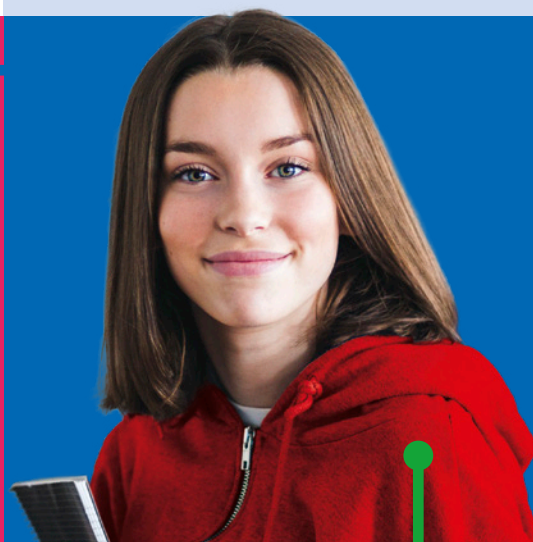
Catherine McBeth   Patricia Reilly

macmillan education

App

Also includes

3 Mysteries

WDYT?
(What do you think?)

What makes a good mystery?

Vocabulary: extreme adjectives; descriptive adjectives; adverbs of manner, place and time

Grammar: modal verbs of deduction and speculation; past perfect

Reading: a magazine article about modern-day mysteries

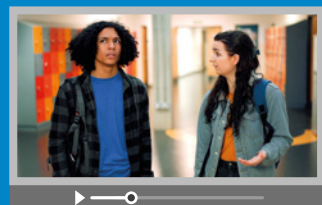**Listening:** a podcast about the Voynich manuscript

Speaking: expressing certainty and doubt

Writing: a narrative
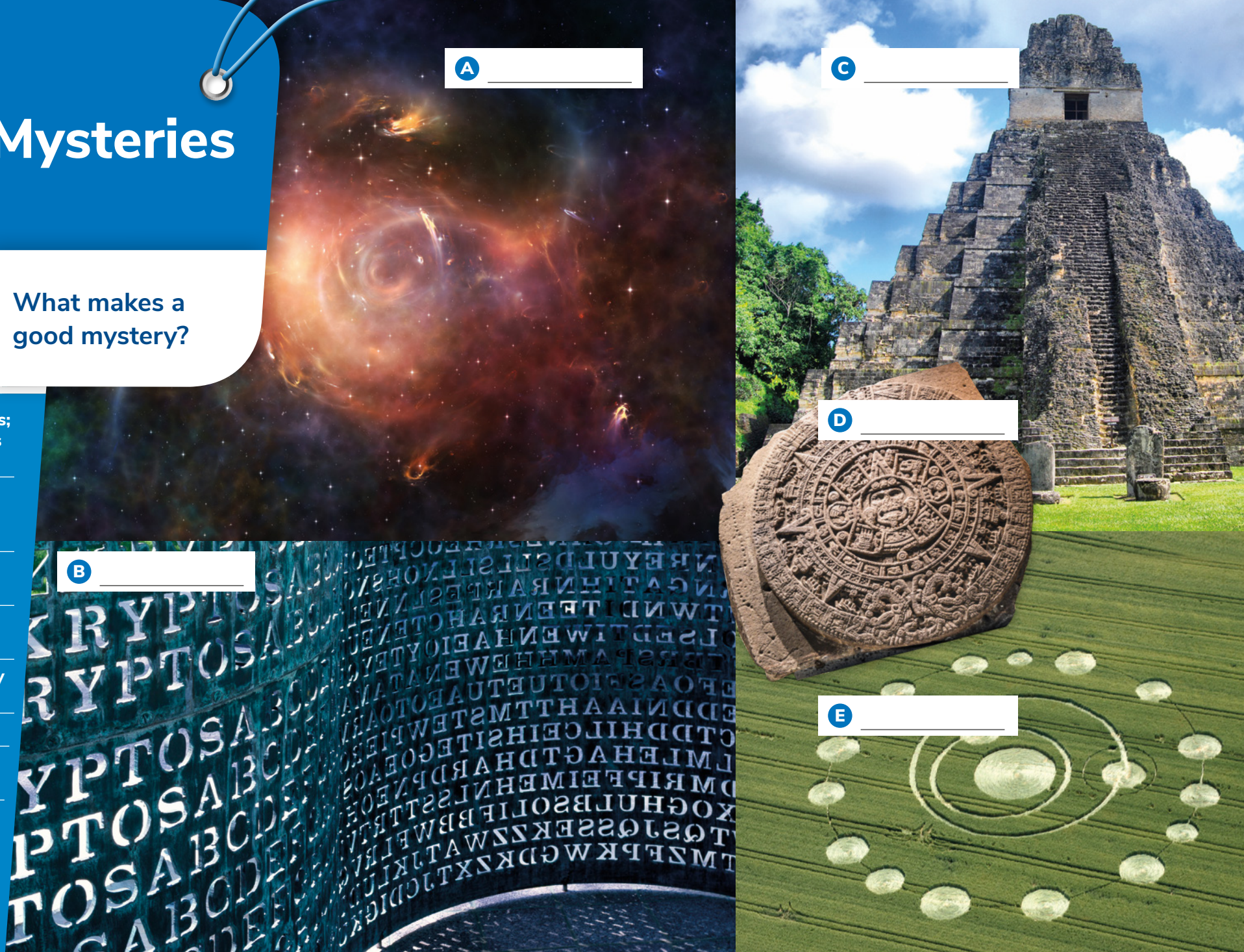
Project: write and act out a movie script

VIDEO SKILLS

Video skills p37

Real-world speaking p43

Project pp46–47

A _____

B _____

C _____

D _____

E _____

Extreme adjectives

1 ♻ Look at the words in the box. Which are used to describe … ?

> amazing   ancient   awful   delighted   exhausted
> freezing   huge   tiny   unforgettable

1 how people feel   2 how things look   3 both

2 Match each description to photos A–E.
- a pyramid
- Aztec sun stone
- crop circles
- dark matter
- Kryptos sculpture

Descriptive adjectives

3 🎯 Read the Teens recommend text and check the meaning of the adjectives in bold.

Teens recommend

Can you recommend a good mystery book or movie?

Watch *The Maze Runner*. It's about a boy who has to escape from a maze. There are **frightening** parts, but it's a really **thrilling** and **original** story. Very enjoyable!

I loved *Ingo*! Sapphire and her brother Conor live by the sea. One day, Sapphire follows Conor and discovers Ingo, a **fascinating** world under the sea. It's a **realistic** story and there are some **amusing** parts too.

Ink is an unforgettable book! It's about a **curious** world with two societies: people who tattoo their life events on their skins and the 'blanks' who don't. They fear each other, but should they? It was really **inspiring** and **thought-provoking**.

4 Match the words in the box to the definitions.

> disappointing   dramatic   entertaining
> puzzling   unbelievable

1 not as good as you had hoped for or expected   _____
2 too unlikely to be true   _____
3 enjoyable or fun to do   _____
4 exciting and impressive   _____
5 confusing or difficult to understand or solve   _____

5 💬 Work in pairs. Talk about books or movies using the adjectives in exercises 3 and 4.

> I loved *A Spy in the House*! It's entertaining and original.

> One of my favorites is the last *Harry Potter* book. It's thrilling and frightening.

6 🔊 19 Listen to four people. Which photos are they describing? Which adjectives do they use?

VIDEO SKILLS
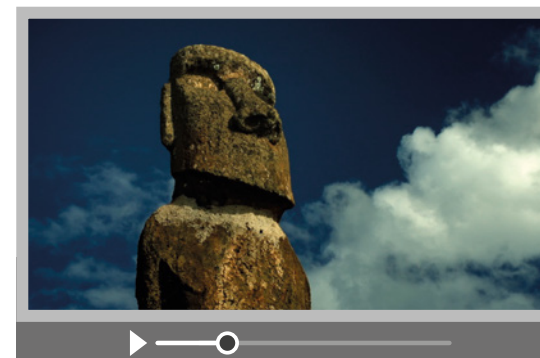
7 🎥 Watch the video. What scenery and nature do you see?

8 💬 Work in pairs. Discuss the questions.
1 What type of video is this?
  a an ad for a travel agency
  b a travel vlog
  c a mini documentary
2 What makes the video interesting and attractive? Think about music, images and color.
3 Who do you think the target audience is?

A magazine article

1 Look at the photos and headlines. What do the two stories have in common?

2 What might be the explanation for the two mysteries? Scan the texts and check your guesses.

Text A The dogs are blue because …

a someone painted them.

b they ate food which turned them blue.

c they are a new species of blue dog.

d something else happened. (What?)

Text B The large figure on the beach is …

a a trick photo.

b advertising.

c part of an environmental protest.

d something else. (What?)

▶ **Subskill: Guessing meaning**

When you find a word you don't know, try to guess the meaning.

- What part of speech is it?
- Do you recognize any part of the word?
- Can the word/sentences before/after help you?
- Can the topic help you?

3 **Word work** Guess the meaning of the words in bold in the text.

1 locals
   a people who live nearby
   b places

2 turned out
   a arrived
   b resulted / that had a particular result

3 dye
   a substance used for changing the color of fabric or hair
   b machine to produce electric parts

4 puddles
   a strange things that happen
   b small pools of liquid

5 advertising stunt
   a ordinary advertising campaign
   b unusual advertising done to get attention

6 slogan
   a short phrase that is easy to remember
   b word puzzle that uses logic

4 🔊 20 Read and listen to the text. Are the sentences true or false? Correct the false sentences.

1 Blue dogs were seen in cities all over the world.

2 Some of the dogs had owners and others lived on the streets.

3 The dye factory was many kilometers away from the river.

4 Ego Leonard is the real name of the Dutch artist.

5 It is not clear what the slogan on the figures means.

5 Circle the correct option.

1 When a journalist posted photos of the blue dogs …
   a people from different countries became interested.
   b people were puzzled and worried.

2 It was unlikely anything in the river made the dogs blue because …
   a the river was too far from the dye factory.
   b no dogs were ever seen in the river.

3 Why did the dogs go in the puddles?
   a They were hot.
   b They were thirsty.

4 Which is true about the figures?
   a They were made to advertise a toy.
   b They are nearly two meters tall.

5 Ego Leonard …
   a may be responsible for making the figures.
   b said that he had made the figures.

6 💬 Work in pairs. Answer the questions.

1 Which story did you think was more interesting? Why?

2 Have you heard of any similar mystery stories?

CRITICAL THINKING **SUPER SKILLS**

1 **Understand** Read the second story and find the two different ideas on why it might have happened.

2 **Analyze** Explain the ideas and why they are/aren't possible. Think of other possible solutions.

3 **Evaluate** Decide on a solution to the mystery and justify your reasons for it.

CELEBRITY CORNER

Actor **Millie Bobby Brown** plays the smart sister of a famous detective and tries to solve mysteries. Who's her detective brother and what's the movie called?

Modern-Day Mysteries

Blue dogs and giant plastic figures. Unbelievable or fascinating? It seems everyone loves a good mystery and solving them is fun – but do all mysteries have a solution?

A Mystery blue dogs

It's not every day you see bright blue dogs. When they started appearing in Mumbai in India, **locals** found it puzzling, then worrying. A journalist posted photos on social media and the story quickly went viral. Soon, people from all over the world wanted to know what had happened. Could someone have painted them? Was it a joke? Were they a new species? It **turned out** that all the dogs were 'street dogs' without owners. At first, people thought that the dogs could have been in a polluted river and this somehow turned them blue. However, nobody had ever seen dogs there. Then locals noticed dogs on the land outside a **dye** factory a few kilometers away from the river. The dogs had managed to get inside the fences. There were **puddles** of blue dye all around. It was very hot and the dogs must have rolled in the water to cool off, leaving their fur blue. Luckily, the color wasn't permanent and the dogs were fine!

B Giant man found on beach

Finding a plastic figure on a beach might not sound particularly curious, but when it's 1.8 meters high, it is! When people first saw the photos, they thought they weren't real – but the figure, which looks like a giant Lego® man, is real. It was found on a beach in Japan, and similar figures have appeared on beaches around the world, including the Netherlands and the UK. It can't be a dramatic **advertising stunt**, as some people thought, because Lego said they didn't create the figures. So, who is making them and why? One theory is that they might be the work of a Dutch artist who calls himself 'Ego Leonard'. He might have made the figures to protest about the amount of plastic in our oceans. Leonard hasn't confirmed if this is true. All the figures have the curious **slogan** 'No Real Than You Are' on them. What does it mean? Did Leonard make the figures? Why? Nobody is sure – perhaps you will solve the mystery!

A girl plays near a giant smiling Lego man in Zandvoort. REUTERS/Marco de Swart (NETHERLANDS)

Modal verbs of deduction and speculation

1 Read the examples and circle the correct option to complete the rules.

Present	Past
It **must be** a joke.	It **must have been** a joke.
It **might be** the artist's work.	It **might have been** the artist's work.
The figures **could be** a protest.	The figures **could have been** a protest.
It **can't be** an advertising stunt.	It **couldn't/can't have been** an advertising stunt.

1 We use *must* when we think that something is **definitely/possibly** true.

2 We use *could* and *might* when we think something is **definitely/possibly** true.

3 We use *can't* when we think something is **definitely not/possibly not** true.

4 To talk about the **present/past** we use the modal verb + base form, and to talk about the **present/past** we use modal verb + *have* + past participle.

2 Look at the photo and read what people said about it. Complete the sentences with *must*, *could*, *might* or *can't*. Do you agree?

1 The photo _____ be in Britain or it _____ be in another country. I'm not sure.

2 It _____ be in a town because there aren't any tunnels like this in villages.

3 She 's wearing a dress, so she _____ be a runner. Definitely not.

4 She _____ know the photographer, or he _____ be a stranger.

5 She _____ want to go through the tunnel, or she wouldn't be there. I'm sure of that.

6 It _____ be night time because I can see daylight at the end of the tunnel.

couldn't
We can use both *couldn't* and *can't* to speculate and make deductions about the past.   He **can't/couldn't** have had bad news.

3 Look at the photo and complete the sentences. Use a modal and past form of the verbs in parentheses.

1 He (…) **(have)** bad news.

2 He (…) **(win)** something.

3 He (…) **(get)** a new job.

4 He (…) **(hear)** something wonderful.

5 He (…) **(ask)** his girlfriend to get married. If so, she (…) **(say)** 'yes'!

4 Complete the text with present or past modals and the correct form of the verbs in parentheses.

It **1** (…) **(be)** in a museum, or it **2** (…) **(be)** in an art gallery. It isn't clear. He **3** (…) **(like)** the sculpture because he is taking a photo of it. Also, there **4** (…) **(be)** any rules about taking photos there. The photographer **5** (…) **(take)** the photo recently because the camera looks really old. I suppose he **6** (…) **(be)** a history or art student. I'm not sure, but he **7** (…) **(do)** a project about this sculpture recently, and that's why he's there.

5 Answer the question to solve the Brain teaser.

B R A I N TEASER

A man lived on the tenth floor of an apartment building. Every morning, he used to get in the elevator and go all the way down to the ground. Every evening, he got out on the fifth floor and walked the rest of the way.

Why?

Reinforcement and Challenge   Grammar bootcamp p120

Adverbs of manner, place and time

1 Read the examples and complete 1–3 with *manner*, *place* and *time*.

Adverbs of manner, place and time
He ran away **quickly**.   She played **well**.   I searched **everywhere**, but I couldn't find it.   She ran **downstairs** to play.   We're going **tomorrow**.   **Yesterday**, I made a movie. It took **all day**.   She'll **eventually** go to university.

1 Adverbs of _____ describe **where** an action happens.

2 Adverbs of _____ tell us **when** an action happens, **how long** it takes or **when** it finishes.

3 Adverbs of _____ tell us **how** an action is done.

2 Complete the information with the words in the box. Can you find more adverbs in the text?

in 1912   quickly   inside

GREAT *MYSTERIES*

Science has made huge breakthroughs, but it can't explain everything.

These days, computers do difficult calculations **1** _____ , but could they have existed hundreds of years ago? The Antikythera mechanism is a computer. It was found **2** _____ a shipwreck in 1900 – but it was built around 100 BC! It was used to calculate the position of stars long before scientists knew about astronomy and physics.

The Voynich manuscript was bought by Wilfrid Voynich **3** _____ . It doesn't look remarkable, but it's written in an unknown language. It was written smoothly which suggests the writer knew the language well. Is it a code or a lost language? Nobody knows!

A podcast

▶ **Subskill: Using key words to predict**

Key words can give you an idea of what you might hear. Thinking about this before you listen means you can check your guesses as you listen.

3 Look at the key words from the podcast and circle the most likely option. Why do you think it is correct?

code   decode   experts   manuscript   mysterious   partially   solve   unknown language

1 The language in the manuscript is probably a language …
   a we don't speak now, like Latin.
   b that nobody knows anything about.

2 They probably mention …
   a how people have tried to find answers.
   b why people enjoy reading old manuscripts.

3 It is possible that …
   a someone has managed to understand some of the manuscript.
   b nobody will ever understand the manuscript.

4 🔊 21 Listen and check your guesses.

5 Listen again. Are the sentences true or false? Correct the false sentences.

1 There are no drawings of people in the manuscript.

2 The evidence suggests that the writer was very familiar with the language in the book.

3 The manuscript first became famous when Emperor Rudolph II bought it.

4 It's possible that Leonardo da Vinci wrote the book.

5 A lot of people have tried to decode the book and understand the language.

6 The Ardic family say they have decoded about 500 words.

6 💬 Work in pairs. Answer the questions.

1 What do you think makes the Voynich manuscript most fascinating?

2 Do you like solving mysteries? Give reasons for your answer.

Past perfect

1 Read the examples and complete the rules.

> Nobody **had** ever **seen** the language before he **bought** the book.
>
> Ardic first **saw** the manuscript four years ago – he **hadn't heard** of it before that.
>
> **Had** Voynich **heard** about the manuscript and then **tried** to find it?

1 We use the past perfect to talk about an action that happened _____ another action in the past.

2 The actions in bold happen _____ the actions in blue.

3 We form the past perfect with subject + _____ (*not*) + past participle.

Short form of *had*

The short form of *had* is *'d*. Don't confuse this with the short form of *would*.

I**'d** been there before. = I had

I**'d** like to go there. = I would

2 Complete the sentences with the past perfect form of the verbs in parentheses.

1 We (...) **(not hear)** about ancient computers before we listened to the podcast.

2 After we (...) **(look)** at the photo, we tried to understand how the device worked.

3 We (...) **(not think)** of researching this before we read about it.

4 What (...) you (...) **(learn)** about the topic before you listened to the podcast?

Time expressions

Time expressions that we use with the past perfect include *by the time, ever, never, already, by then.*

3 Read the text and circle the correct option.

The giant heads – or 'moai' – on Easter Island are a mystery. When the first Europeans **1 arrived/had arrived** on the island in the 1700s, they **2 never saw/had never seen** anything like the statues before. The Rapa Nui people **3 made/had made** them out of rock between 1250 and 1500. **4 After/By the time** they had carved them, the people somehow **5 moved/had moved** the huge heavy statues around the island. One theory is that the people cut down all the trees and **6 used/had used** them to roll the statues into place. Another theory is that they transported the statues by 'rocking' them forwards. The scientists who suggested this theory **7 already did/had already done** an experiment with a copy of a statue. They moved the copy 100 meters **8 after/before** they had tied ropes to the head. However, this method wouldn't work well on hills. Perhaps the statues will always be a mystery!

4 Circle the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

STRANGE WEATHER?

The small town of Lajamanu in Australia, **1** (…) is hundreds of miles from the sea, had a surprise recently. It started raining fish! The fish were alive when they hit the ground, so they **2** (…) alive when they were up in the sky. Residents **3** (…) as many fish as they could – they were happy it **4** (…) crocodiles! So how **5** (…) ? Scientists have asked **6** (…) that question, but they don't have an answer yet. They think a tornado **7** (…) caused the mysterious rain. Tornadoes can lift up water and fish from rivers and drop them far away. It isn't the first time something like this **8** (…) . There have been reports of rain with frogs, coins and birds in different countries around the world!

	a	b
1	a whose	b which
2	a must have been	b must be
3	a collected	b were collecting
4	a didn't rain	b hadn't rained
5	a it happened	b did it happen
6	a themselves	b himself
7	a can't have	b might have
8	a has happened	b has been happening

Research

Find out more about strange weather incidents of animals or objects falling like rain. Where has it happened? What did it rain? What could the explanation be?
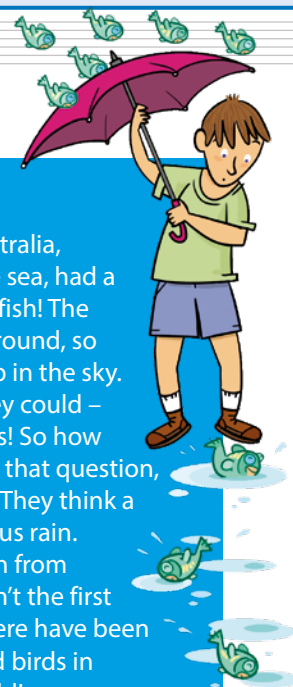
Expressing certainty and doubt

1 Watch the video and answer the questions.

1 What can't Sam find?

2 Where do they think the missing item might be?

2 Watch again. Complete 1–5 in the dialogue.

Sam
I can't believe it! I can't find my headphones.

Julia
When did you last use them?

Sam
I think I used them at **1** _____ , but I'm not absolutely certain.

Julia
You definitely didn't use them then. We were at film club, remember? They might be in your **2** _____ . Have you looked?

Sam
I'm sure they're not there. I've looked three times.

Julia
I wonder if they're in your locker? You got some **3** _____ out earlier.

Sam
I doubt that they're there. I **4** _____ keep them with me.

Julia
Well, maybe they're in your pocket. That's where they were last time!

Sam
No, I've already checked. And anyway, I didn't listen to music on the way to school because I was talking to Alex.

Julia
Umm … are you sure you actually brought them to **5** _____ today?

Sam
Well … I can't remember! Perhaps I didn't!
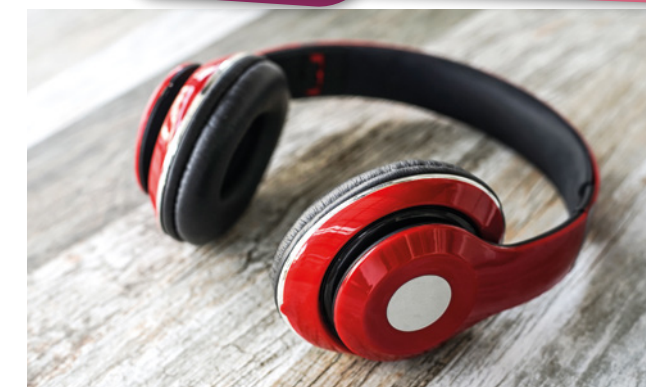
3 Watch again. Which Key phrases do you hear?

4 Create your own dialogue. Follow the steps in the Skills boost.

SKILLS BOOST

THINK
Your friend can't find an item. Think about where he/she might have left it.

PREPARE
Prepare your dialogue. Remember to use the Key phrases for expressing certainty and doubt.

PRACTICE
Practice your dialogue.

PERFORM
Act out your dialogue for the class.

5 **Peer review** Listen to your classmates and answer the questions.

1 How well did they do the task?

2 Which Key phrases did they use?

Key phrases

Expressing certainty

There's no doubt that … / No doubt …

It's/That's definitely … / You definitely didn't …

I'm sure/certain/positive that …

It's/They're sure to (come). / It's clear that …

Expressing doubt

I'm not (absolutely/really) certain/sure (that …)

It's unlikely that … / I doubt that …

Maybe/Perhaps … / I wonder if/whether …

… might (not) …

🇬🇧 UK ➜ US 🇺🇸

We were at **film** club. (UK) ➜ We were at **movie** club. (US)

A mysterious stranger

The first winter snow was falling and the village was deserted. Suddenly, someone knocked hard on our door. When I opened it, I saw a boy standing there. He looked exhausted. He must have walked a long way. My parents invited him to stay.

He was about my age, a teenager with huge, kind, green eyes. He never spoke. Not a word. I named him Sam. When I asked where he had come from, Sam just pointed north.

'But he can't be from the north,' I cried. 'There's nobody there!' My father quickly told me to be quiet. We didn't talk about the north, not since the Fall. During the Fall we lost technology, medicine, machines – everything. Now, when people got sick, it was hard to help.

Slowly, I began to suspect the boy had strange powers. Granny Parker had been ill for some time, but she got better. Then I realized that after Sam arrived, nobody got sick. Could he have done it? How? The idea was fascinating – and frightening.

One day I was walking in the woods outside the village, when I heard some curious singing. It wasn't like any music I'd ever heard. I followed the sound and there was Sam.

'Hello, Rachel,' he smiled. I heard him clearly – but he hadn't spoken aloud!

To be continued …

A narrative

1 Read the first episode of the story. Which paragraph or paragraphs … ?

1 give the main events
2 introduces surprising information to interest the reader in reading the second episode
3 introduces the setting of the story

2 Read the episode again and answer the questions.

1 Who is/are the main character/characters?
2 Where does it happen?
3 When does it happen (past, present, future)?
4 What are the main events?
5 What happens at the end of the episode?

▶ **Subskill: Making your writing more interesting**

Use a variety of adjectives, including extreme adjectives. You can also use adverbs (manner, place, time) and a variety of tenses.

3 Find examples in the episode of:

- descriptive adjectives
- dialogue
- different tenses
- modals of deduction and supposition
- adverbs of manner, place and time

4 Rewrite the sentences, replacing the underlined adjectives with the words in the box. Then add the adjectives in parentheses.

ancient   delighted   exhausted
freezing   ~~tiny~~   unforgettable

1 The box, which was <u>very small</u>, looked old. **(red)**
   The red box, which was tiny, looked old.
2 We were <u>very happy</u> to receive a present. **(unexpected)**
3 When I touched the box, it was <u>very cold</u>. **(curious)**
4 My story is <u>very memorable</u>. **(mysterious)**
5 After these events, we were <u>very tired</u>. **(unbelievable)**
6 The box looked <u>very old</u>. **(strange)**

5 Join the sentences using the words in parentheses. Make any necessary changes.

1 Alex touched the box. His heart beat fast. **(as)**
2 One cold dark evening, someone knocked on the door. I opened it. **(so)**
3 We saw it. We didn't know what to do. **(when)**
4 I opened the box. Something unexpected happened. **(after)**
5 We were looking at the box. We heard a strange sound. **(while)**

6 Choose three sentences from exercise 5 and rewrite them using adverbs in the box or your own ideas.

calmly   carefully   fast   gently
loudly   quickly   slowly

7 Read the text and look at the photo. Write an episode of a story about the box. Follow the steps in the Skills boost.

Someone knocks on your door. When you open it, there is nobody there, but there is a small box. It looks very old and has strange pictures and writing on it. There is a note which says, 'Only open the box if you know the answer.'

SKILLS BOOST

THINK
Think about these questions.
1 Who could have left the box, and why?
2 What might the writing and pictures mean?
3 What happened next?
Make notes. Use the questions in exercise 2 to help you.

_____
_____
_____
_____

PREPARE
Organize your notes into paragraphs. Use your answers in exercise 1 to help you.

WRITE
Write your story.

CHECK
Read your story and answer the questions.
1 Did you try to make it interesting?   ☐
2 Did you use modal verbs of deduction and speculation?   ☐
3 Did you use a variety of tenses, including the past perfect?   ☐
4 Did you include adjectives for describing things and events?   ☐

8 **Peer review** Exchange your story with another student. Do you like the story? Give reasons for your answer.

Quick review

Grammar

Modal verbs of deduction and speculation
We use *must* when we think something is definitely true.
We use *could* and *might* when we think something is possibly true.
We use *can't* when we think something is definitely not true.

Present
*That **must be** true, as there's no other explanation.*
*It **could be** from a museum.*
*It **might be** a trick.*
*It **can't be** from France because the writing isn't French!*

Past
*They **must have left** it as a surprise.*
*Our neighbor **could have done** it.*
*It **might have been** anyone.*
*It **can't have been/couldn't have been** Maria, she's on vacation.*

Past perfect
We use the past perfect to talk about an action that happened before another action in the past.
*After I **had opened** the door, I saw the parcel.*
*When Ellen arrived, I still **hadn't opened** the box.*
***Had** someone **left** the box as a surprise?*

Vocabulary

🔊 22 **Extreme adjectives**
amazing, ancient, awful, delighted, exhausted, freezing, huge, tiny, unforgettable

🔊 23 **Descriptive adjectives**
amusing, curious, disappointing, dramatic, entertaining, fascinating, frightening, inspiring, original, puzzling, realistic, thought-provoking, thrilling, unbelievable

🔊 24 **Adverbs of manner, place and time**

Adverbs of manner
carefully, slowly

Adverbs of place
everywhere, upstairs

Adverbs of time
all day, in the year 2050

WDYT?
(What do you think?)

What makes a good mystery?

TASK: Write a script for a scene from a mystery story or movie, or invent your own story. Film your scene or act it out in class.

Learning outcomes

1 I can organize and write a movie script in the correct style.

2 I can use appropriate language from the unit.

3 I can use a variety of creative thinking techniques.

Graphic organizer → Project planner p131

1 🎥 Watch a video of some students performing their movie script. Who do you think Marie is? Why?

STEP 1: THINK ●○○○

2 Read part of the group's movie script in the Model project. Which features are not included?
- description of where/when things happen
- notes about actions
- full descriptions of costumes
- short descriptions of character
- information about sounds
- details of how the characters should say each line

STEP 2: PLAN ●●○○

3 Read the script again and answer the questions.
1 How does the scene start and end?
2 How does it create a mystery?

4 Work in groups of four. Choose a movie or book to write a scene from, or invent your own story.

5 Work with your group. Read the tips in the Super skills box and practice saying the Key phrases with your group.

CREATIVITY
SUPER SKILLS

Using a variety of creative thinking techniques

Tips

Brainstorm as many ideas as you can and then choose the best ones.

Listen to music to help spark ideas.

Research the topic.

Take a break and do something active if you get stuck.

Key phrases

OK, let's (brainstorm some ideas / decide which story to use).

Why don't we (take a break / add some music)?

What about (adding some sound effects)?

Who's going to (write notes / research the story)?

Who wants to (take each part / type the script)?

I'll (video the scene / find some music).

6 Research the story and make notes. Discuss which scene to write and how it will start and end. Use the tips and Key phrases in the Super skills box.

STEP 3: CREATE ●●●○

7 Read the *How to …* tips on p131. Then create your movie script. Use the correct style and the information from exercise 2.

Model project

[INTERIOR, OUTSIDE A PRISON CELL – NIGHT]

CHARLES, a Musketeer, adventurous, mid 30s, walks quickly inside the cell, with a young woman named MARIE.

CHARLES Is this the place? Hurry, man, let us in.

GUARD, 50s, in a rush, worried.

GUARD Five minutes, then you must leave.

They all enter the cell together.

[INSIDE THE CELL]

MARIE, a beautiful young woman, finely dressed, early 20s and nervous.

MARIE Sir, I have been looking for you for a long time. My name is …

PRISONER, wearing an iron mask so we cannot see his face, weak but dignified. Age unknown.

PRISONER *(interrupting, looking at Marie)* Antoinette, is that you? Is that really you? It can't be. That's impossible! They told me you were dead! For a moment I thought … Who are you, and what do you want?

MARIE My name is Marie Lavelle – at least I thought that was my name. But now I think that might not be my real name. My mother, Antoinette, died recently and I found some papers …

PRISONER *(voice over – prisoner's thoughts)* Antoinette, my darling Antoinette, her mother? Yes, it could be. Or could it be a trick?

PRISONER Papers? *(pause)* What did your mother look like?

CHARLES Sir, we wish to help you. This young lady believes that she might be related to you. But we must know your true identity!

PRISONER I cannot do that. It would put us all in danger.

MARIE At least let me see your face! Charles can take your mask off.

GUARD What? No! You didn't say anything about taking off his mask. You must leave now.

CHARLES Come with us!

GUARD Help! The prisoner is trying to escape!

Sound of running feet and shouting as other guards come.

[END OF SCENE]

8 Film your scene or practice acting it out.

STEP 4: PRESENT ●●●●

9 Present your movie to the class or act out your scene.

10 Peer review Watch the other groups' scenes and answer the questions.
1 What do you think happens right after each scene?
2 Which scenes made you want to watch more? How/Why?

3 FINAL REFLECTION

1 **The task**
Was your movie script successful? Was it in the correct style? 😃 😐 😞

2 **Super skill**
How well did your group use a variety of creative thinking techniques? 😃 😐 😞

3 **Language**
Did you use new language from this unit? Give examples. 😃 😐 😞

Beyond the task
Does hearing or reading about a mystery make you want to find the answer? Why/ Why not?

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COMMON EUROPEAN FRAMEWORK

A1	A2	B1	B2	C1	C2