

I ROBOT, YOU JANE - EXTRA

Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

SYNOPSIS

Back in 1418, in Italy, an evil demon, Moloch, is caught by some monks and imprisoned in a book. Over 500 years later, the book arrives in Sunnydale High library. As part of a project, Willow scans the book into the school computer and, without knowing, she releases Moloch onto the Internet.

Willow is lonely – she wants a boyfriend like all her high school friends. So when Malcolm (Moloch) comes online and emails sweet words to her, she falls in love with him. Moloch spreads his power through the Internet and gets an old computer research factory to build him a robot body. Now he can walk the earth again. He has Willow brought to the factory; she bravely stands up to this hideous monster who has deceived her. Giles casts a spell to eject Moloch from the Internet, while Buffy arrives at the factory just as Moloch is about to kill Willow.

THE BACK STORY

With 144 episodes in 7 series, *Buffy the Vampire Slayer* is a TV cult classic. Episode 1 was shown in March 1997 and the last episode in May 2003. Constantly shown on TV around the world, Buffy has fans and fan clubs everywhere.

The show takes the old idea of a strong adult man saving a feeble woman and reverses it. Here a teenage girl is the only one with the power to save the world. In each episode, Buffy and her teenage friends (and Giles, of course) have to deal with terrifying enemies, including vampires, ghosts and demons.

Sunnydale is a small town in California. The action centres around the High School. Buffy and her friends are students and Rupert Giles, Buffy's Watcher or guide, is the librarian. Buffy, the Chosen One, has been sent to Sunnydale because the entrance to Hell – the Hellmouth – is in the basement of the school.

The show combines comedy, tragedy, martial arts, romance and horror. The stories also deal with teenage issues of love, self-esteem and planning a future, and use the fights with supernatural forces as metaphors for emotional anxieties.

I Robot, You Jane is Episode 8 in Series 1. The story examines teenage anxieties about love, loneliness and friendships, the dangers of cults and Internet relationships. We also see conflict between the old world of the book and the high-tech computer age. And the story ends on a rather gloomy note as the three friends reflect on trying to find love just above the Hellmouth.

MEDIA LINKS

DVD: All the Buffy TV episodes are available on DVD/video.

CD: A recording of *I Robot, You Jane* is available to accompany the Scholastic ELT reader.

Internet: Good starting points are www.bbc.co.uk/cult/buffy and the official website www.buffy.com.

Books: *The Watcher's Guide* Volumes 1-3, the official companions to the TV series, published by Pocket Books, are full of quotes, interviews, information, episode guides and photos.

HOW TO USE YOUR SCHOLASTIC ELT MEDIA READER

Choosing and motivating

Is this the right story for your class? Do they watch *Buffy the Vampire Slayer*? Get your class to want to read *I Robot, You Jane*. Motivate them with background information. Read the first page aloud with dramatic atmosphere.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4.)

Using the DVD

Try to get the English language version DVD of *I Robot, You Jane*. Watch it yourself first to check that it is suitable for your class. Show it in chunks of, say, 5 minutes in parallel with the class reading schedule. Alternatively, show the whole programme after students have finished the book, as a reward.

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these options will enhance their understanding and speed up their reading.

Glossary

Go to New Words! at the back of the reader. Translate the words with the class or get students to find meanings at home.

Casual language

Introduce the informal expressions used in *I Robot, You Jane* (see Vocabulary Builder on page 3 of this resource).

Fact Files

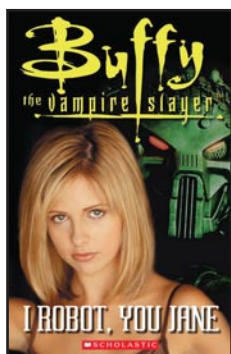
Set these as self-study or use for whole class work. The files explore the Buffy series, profile Alyson Hannigan, who plays Willow, and explore Internet relationships. Project ideas are on page 4 of this resource sheet.

What did they think?

Get everyone to do a review of *I Robot, You Jane*. Will they read more Buffy stories? Will they watch Buffy on TV or DVD? Did you like it? Let us know at readers@link2English.com.

COMPETITIONS AND UPDATES

Check readers@link2English.com for competitions and other activities related to the Scholastic Buffy readers.



I ROBOT, YOU JANE - EXTRA

People and places

Who ...

- a) spends a lot of time killing vampires? *Buffy*
- b) is new at Sunnydale High School?
- c) are always working on the school computers?
- d) watches over Buffy?
- e) has power over young people?
- f) doesn't dress like the other girls?

Where ...

- g) did they develop new computers until last year?
- h) is the Hellmouth?

Willow's diary

Talk to a partner.

- a) What differences has Buffy made to Willow's life in Sunnydale?
- b) Willow likes Xander. Xander likes her best friend. She says, 'I don't mind' in her diary. Does she mind, do you think? What does she want to do about it? Would you mind? What would you do about it?

Chapters 1-3

1 Are these sentences true (T) or false (F)? Correct any mistakes.

- a) Moloch is in a building with lots of light. ☒ F
- b) The young men in the room hate him. ☐
- c) He puts his hand on Carlo's head and then breaks his neck. ☐
- d) The monks don't think they can stop him. ☐
- e) The monks make a circle and sing loudly. ☐
- f) They call Moloch into the book but he blows away into the wind. ☐

2 You are hiding in a corner of the room with Moloch and the young men. What can you see? ...hear? ...smell? Describe it.

3 Answer Yes or No to these questions.

- a) Is Buffy pleased to find a book inside the box?
- b) Does Giles know much about computers?
- c) Is Fritz good at personal relationships, do you think?
- d) When Willow asks Xander to stay and help her in the library, is she joking?
- e) Does Willow free Moloch onto her computer?

4 Talk to a partner. Look at the picture on page 15. How is Willow feeling? What is Buffy thinking?

Chapters 4-6

1 Make sentences.

- a) Buffy and Xander are worried i) advice to give Buffy.
- b) Fritz cuts the letter ii) about Willow and Malcolm.
- c) Malcolm is trying to iii) 'M' into his skin.
- d) Dave won't talk to Buffy iv) follow Dave after school.
- e) Giles doesn't know what v) get between Willow and Buffy.
- f) Buffy decides to vi) that Malcolm is a murderer.

2 Find three things about Fritz that are scary.

3 Circle the mistakes in these sentences.

- a) Buffy knows that Fritz is watching her outside CRD.
- b) Fritz gets a message on his screen from Willow.
- c) Xander knows a lot about most things.
- d) Buffy and Xander decide to go to the Bronze tonight.
- e) Buffy, Giles and Xander continue their conversation when Ms Calendar comes into the library.
- f) Willow told Malcolm about Buffy's school record.
- g) Willow is feeling comfortable with Malcolm at the end of Chapter 6.

Now write the correct sentences in an exercise book.

Chapters 7-9

1 Who makes these statements?

- a) 'The computer is the future.'
- b) 'I prefer a world where people talk to each other.'

Who do you agree with?

2 Who ...

- a) has seen some strange things on the Internet this morning?
- b) isn't sleeping well at the moment?
- c) is waiting to kill Buffy in the showers?
- d) sent Moloch's book to Giles?
- e) doesn't think Buffy is dangerous?
- f) is working for Malcolm?
- g) appears on Willow's computer screen?

3 Moloch controls the Internet. Buffy and Giles suggest lots of ways he can cause trouble. Think of other things he can do. Talk to a partner. Make a list. Show it to the class.

4 Write *isn't*, *doesn't* or *can't* in the spaces.

Willow (a) answer Buffy's questions about Malcolm.

There (b) anyone home when she gets there. She

(c) turn her computer on, but it switches on by itself.

She (d) want to read her emails. She answers the

front door. She thinks it's her dad but he (e) there.

Someone grabs her. She (f) free herself.

Chapters 10-11

1 Look at sentence (a). The letter 'e' is missing all the way through. A different letter is missing from each of the other sentences. What is it?

- a) 'Th r 's a d mon in th lnt rn t.'e.....
- b) Willow isn' a home when Buffy and Xander ge here.
- c) Giles and Jenny have t get M l ch ut f the Internet.
- d) Buffy and Xander climb the hi h ate and et into CRD.
- e) The men t CRD h ve m de Moloch robot body.
- f) Ms Ca endar makes the Circ e of Kay ess on the Internet.
- g) Moloch knows what is happe i g o li e everywhere i the world.

2 Why is Willow special to Moloch?

.....

3 How does Moloch the robot look similar to Moloch the monster at the beginning of the story?

.....

Chapters 12-14

1 Put these events in the right order.

- a) Buffy and Xander break through the metal door. ☐
- b) Buffy, Willow and Xander fight Moloch. ☐
- c) Giles and Ms Calendar begin to call Moloch out of the Internet. ☐
- d) Giles and Ms Calendar get Moloch out of the Internet. ☐
- e) Moloch is destroyed by a box of electrics. ☐
- f) Moloch puts his hand on Willow's head. ☐
- g) Willow screams. ☐

2 Giles thinks smells – like books, flowers and coffee – are important. Do you? Which ones? Talk to other students.

3 Who do you think Jenny Calendar is? Use the library or the Internet to find out.

FINAL TASKS

Writing

1 People get into lots of dangerous situations in this story. What are they? Write a list.

2 Choose one of the photos in the book. Describe what is happening. Say why it's important in the story and what happens before and after.

3 Choose one of these characters: Fritz, Dave, Ms Calendar, Moloch. Write part of the story from his/her point of view. Use the first person 'I'.

VOCABULARY BUILDER

Buffy words

Find New Words at the back of the book for each of these definitions.

1. no feelings, no thoughts, made of metal
2. a long piece of schoolwork about one topic
3. it's hard, it grows out of an animal's head
4. a light, useful when there's no electricity
5. Frankenstein's monster was made in one of these
6. joins the keyboard to the screen, the screen to the computer
7. people are not alive in this world
8. a bright light going on and off
9. break a piece of spaghetti, it makes this sound
10. this man gives his life to God

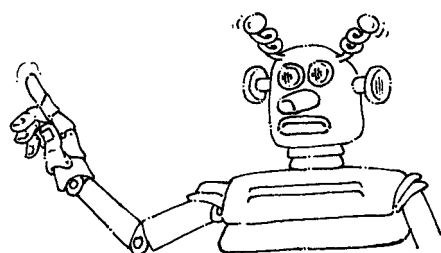
Casual language

Look for examples of these expressions while you're reading.

- **'I sort of met someone.'** Willow uses 'sort of' here because she is not sure about telling Buffy. She wants to and she doesn't want to at the same time.
- **'I guess ...'** This is from American English but is used by English speakers everywhere to mean 'I believe ...', 'I think ...', 'I know ...'
- **'Game over.'** This expression comes from computer games and it just means 'The end'.
- **'Please.'** This is a response to a suggestion and means 'How can you even suggest such a thing?' Some people pronounce it 'Puhlease!' in this context.
- **'gonna'** is a contraction of 'going to'. People use it all the time in casual speech.

Choose the best expression for these phrases.

1. 'I Malcolm wasn't the best boyfriend.'
2. 'I like her but I don't think I want to go out with her.'
3. 'I still want to go out with him but he just said it was,'
4. 'I'm be late. I've got to run.'
5. '..... ! I'm not even going to say why that's a bad idea!'



LOVE ON THE HELLMOUTH (pages 56-7)

Gossip

Students work in pairs. They read the information about the different relationships in Sunnydale. They imagine they are sitting in a café drinking a coffee and chatting about Sunnydale people. They both know everyone but not very well. Encourage them to use different styles of speech, e.g. asking each other questions, offering pieces of information (*Do you know what ...?*), expressing surprise at what the other person says (*Is she ...? Did he ...? I don't believe it!*). Pairs can repeat their improvisation for the class if you like/have time.

WILLOW ROSENBERG (pages 58-9)

Interview

Students work in pairs. One student is either Willow or Alyson Hannigan, the other is a journalist from either the *Sunnydale Times* or the *Hollywood Times*. Students prepare questions and answers based on the information in the Fact File. They can improvise any information they don't have. Students act out their interviews in pairs.

THE INTERNET (pages 60-61)

Survey

In small groups, students devise a class survey about Internet chatrooms and blogs. They can ask questions like *How many students use chatrooms on a daily, weekly, monthly basis?/ think the people they chat to online are their friends?/keep a blog?/read other people's blogs?*

Encourage groups to think of their own questions. When they have conducted their survey, they write up their results and present them to the class as professionally as possible, e.g. *We interviewed 12 people in our survey. Only 10 per cent said they didn't know what a blog was. More than 80% keep their own blog and add to it at least once a week.*

Debate

There's a lot of talk about computers versus libraries in this story, especially between Giles and Jenny Calendar. Divide the class in half. One half thinks of reasons to promote computers. The other half thinks of reasons to promote books. They can get ideas from the story and think about learning, leisure, culture, reference, etc. Set up a debate, e.g. *Computers are a bad thing*. Students have a vote, present their arguments, ask each other questions, summarise the arguments and then have a second vote. Did anyone change their mind?

DVD/CD FOLLOW-UP

If you plan to show the programme in class, watch it yourself first. Check that it is suitable. Identify good places to pause. The dialogue is fast and slangy, with mainly American accents.

What happens next?

Freeze-frame a scene just before a dramatic moment. Students say what is about to happen and what has just happened.

Observing

Choose a scene before class and prepare questions on it. Tell students to watch very carefully, noting down details about clothes, props, people in the room, etc. Play the scene a couple of times and then ask your questions, e.g. *Where is Xander when Moloch throws Buffy to the ground? What colour are the walls?*

Put it in context

Play short sections of the story on the CD. After each one, ask students to give the context, i.e. explain who the speakers are, where they are and what they are talking about. This could be a written quiz with students writing down the answers.

ANSWER KEY

Self-Study Activities (pages 62-4)

- 1 a) demon b) snap c) horns d) online e) whizz
- 2 a) scanner b) lab c) project d) virtual reality e) jealous f) power g) flashes
- 3 Open answer. Check your answer to see if you were right when you finish reading the story.
- 4 a) She wants a boyfriend who isn't Xander.
b) In a book inside a strong wooden box.
c) In Willow's computer.
d) Because Willow hasn't met him and doesn't really know anything about him.
e) Someone is changing the information on their computers.
f) He's worried. g) Because Moloch has power over him.
- 5 a) cable b) locker room c) break in d) grab e) files f) research g) delete
- 6 Open answer. Check your answer to see if you were right at the end of Chapter 9.
- 7 a, d, f, c, b, e
- 8 a) Because he talks about Buffy's school record. Willow didn't tell him about Buffy's school record, so how did he know about it?
b) Fritz c) Fritz. He was following Moloch's orders.
d) He travels through the Internet. e) Ms Calendar
f) Open answer.
- 9 Open answers.
- 10 a, f, g are true. b, c, d, e, and h are false.
b) Xander hurts himself when he jumps over the CRD gate.
c) They have made a real body for Moloch.
d) They get him out of the Internet.
e) Buffy kills Moloch with a box of electric cables.
h) They don't have a bright future – they'll never have a happy, normal love life.
- 11 Open answers.

Resource Sheet Activities

People and places

- b) Ms Calendar c) Dave and Fritz d) Giles e) Moloch the Corruptor f) Willow g) CRD h) under Sunnydale

Chapters 1-3

- 1 a, b, d and f are false. c and e are true.
a) The building is dark – the only light comes from candles and the fire.
b) They love him. d) They think they can.
f) They call him and he falls onto the pages of the book.
- 3 a) No b) No c) No d) No e) Yes

Chapters 4-6

- 1 a) vi b) iii c) v d) ii e) i f) iv
- 3 a) knows > doesn't know b) Willow > Malcolm
c) knows a lot > doesn't know much d) go to the Bronze > break in to CRD e) continue their conversation > change the subject/stop their conversation f) told > didn't tell g) is > isn't

Chapters 7-9

- 1 a) Ms Calendar b) Giles
- 2 a) Jenny Calendar b) Dave c) Fritz d) a friend in Italy
e) Dave f) Fritz g) Moloch the Corruptor
- 4 a) can't b) isn't c) doesn't d) doesn't e) isn't f) can't

Chapters 10-11

- 1 b) t c) o d) g e) a f) l g) n
- 2 (Possible answer.) Because she let him out of his prison.
- 3 He has terrible horns and red eyes.

Chapters 12-14

- 1 The correct order is: c, f, g, a, d, b, e

Vocabulary Builder

Buffy words

1. robot 2. project 3. horn 4. candle 5. lab 6. cable
7. virtual reality 8. flashing 9. snap 10. monk

Casual language

1. guess 2. sort of 3. Game over 4. gonna 5. Please