



## **Teacher's Guide**

for the free stories in **StoryPlanet English** in 2022

NB: This document and StoryPlanet English primarily uses US American spelling and meanings, e.g. "student" = a pupil or learner of any age

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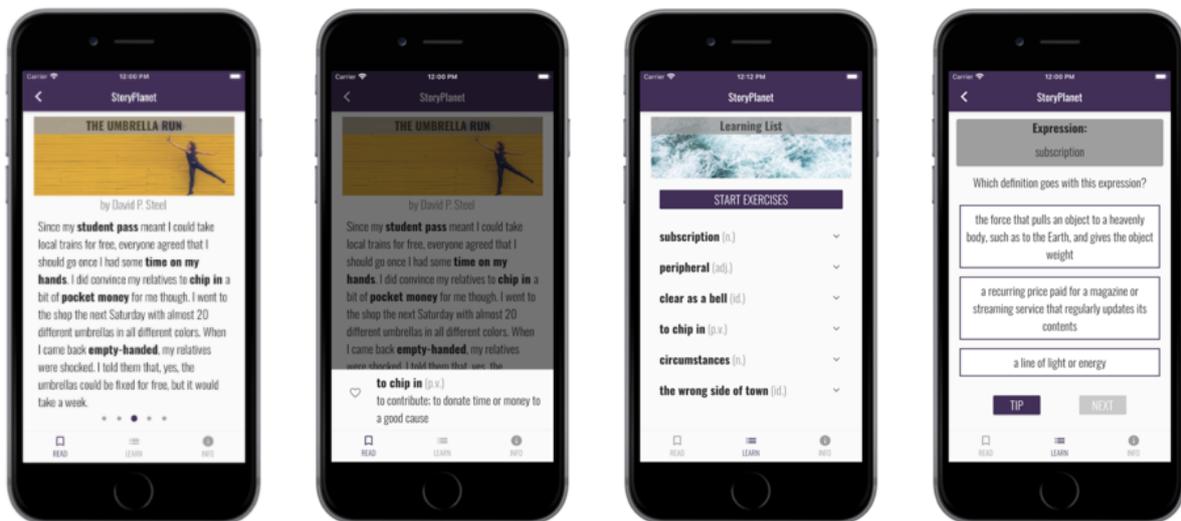
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\* Available to students in the free version of the app (2022).

## What is StoryPlanet?

StoryPlanet is a mobile app to enhance the reading experience for learners of English as an additional or foreign language. It is available for free on the **Apple** and **Android** app stores, just ask your students to look for **StoryPlanet English**. There is no advertising in the app, no personal data is stored and no login is required for students. The app was developed by experienced language teachers and writers who founded the startup L-Pub.

The stories in StoryPlanet English are targeted at **B1-B2 (Intermediate to Advanced)** learners. All words and expressions from the B1 level up are annotated and include monolingual definitions. You can learn more about the app here: [www.storyplanet.uk](http://www.storyplanet.uk)



In a nutshell, this is how the app works. In the **READ section**, learners dive into an engaging story and are exposed to vocabulary, grammar and sentence structure in a relevant context. They can also look up the definition to any word or expression in bold. By clicking the heart icon next to the definition, learners can save words or expressions to their personal learning list.

When a user switches to the **LEARN section**, they can review their learning list and start a series of interactive exercises with the words, many of them based on the same sentences in the stories. The exercises range from multiple-choice to fill-in-the-gap, getting progressively more difficult according to the student's responses.

In the **free version** of the app, learners have access to three mini-stories including the full functionality of the LEARN section. In 2022, the three free mini-stories are "The Mystery Suitcase", "Sister and Brother" and "Shakespeare's Sonnet 29".

If learners purchase the **pro version** (one-time fee of approx. € 14) they get access to the full library of over 120 stories in the app. Contact us if you would like to learn how to purchase a volume license for your students and/or if you would like to purchase a teacher's package for further stories: [info@storyplanet.uk](mailto:info@storyplanet.uk)

## What kind of stories are in the app?

The stories are modern, quirky and full of personality – and cover a wide range of genres, e.g. from science fiction to love stories. All stories are suitable for ages 8 and up, i.e. interesting for adults but also appropriate for younger readers (no explicit language, no sex, no gratuitous violence). Our writers are intentional about representing people of different ethnic backgrounds, skin colors, religions and gender identities in a respectful and non-discriminatory way. You can learn more about our authors on our website <https://l-pub.com/storyplanet-writers>

## Can my students just read the stories as a printout?

The stories provided in this Teacher’s Package can, of course, also be printed and shared with your students. That said, there are many advantages to reading in the app. StoryPlanet considerably reduces the stress of reading a text in which a student does not understand all the words. On the printed page, they will have to leave the story to look up a word. In StoryPlanet they just click the word to get a definition and stay immersed in the story. They also get the **correct definition in that context**, instead of sifting through many, sometimes very confusing meanings of the same word.

Another big plus is that StoryPlanet is on their smartphones and they can keep working on their English wherever they are.

StoryPlanet also helps accelerate learning in a **targeted** and **individualized** way. Students decide exactly how quickly or slowly they progress. When they add a word to their personal learning list, they can focus on learning exactly what is relevant to them. They can practice their words as long as they want, until they feel like they’ve committed them to memory. The different types of exercises keep them on their toes and the direct feedback ensures they always understand why they were right or wrong.

## Why the goggles?

You might wonder why there are goggles and a snorkel in our logo. Because with StoryPlanet learners can **dive deep into English** – they very simply see and understand more than without it! It’s more fun to read and they learn more efficiently.

*StoryPlanet English was awarded the top score of 5 stars  
by the independent reviewers at Educational App Store  
Read the full review here:*

<https://www.educationalappstore.com/app/storyplanet-english>



## How to use this guide

This guide is the core of the Teacher’s Package. It explains how you can integrate key learning content from the stories in your lessons, with very little time involvement. It includes suggestions for in-class activities as well as related homework assignments.

We recommend focusing on one story at a time, e.g. one story a week. This requires only minimal preparation on your part and takes little time away from the other important tasks on your curriculum. Your students will thank you for fitting StoryPlanet in, as they (and you) will have a lot of fun with it!

The following materials are included for each story.

- **Ideas for classroom activities**
- **One or more suggestions for homework assignments**
- **The full text of the story**
- **A vocabulary list** (B1 and above words & expressions)
- **Quiz and a corresponding key** (not all stories)

These materials are either in this PDF guide or available as separate files. The separate files can be found in the corresponding story folder included in the Teacher’s Package. These are:

- **Quiz:** Where relevant, a separate PDF to make it easy for you to share with your students or print.
- **The full text of the story:** A separate Word file in case you want to create your own learning materials with the text. You may also wish to share the story with students who do not have the app. Please remember that these are copyright-protected stories, so you may not share them beyond your classrooms without prior consent from L-Pub, the creators of StoryPlanet.
- **A vocabulary list:** An Excel file that you can quickly filter alphabetically, by part of speech, etc. The list also includes context-specific definitions of the bold-faced words and expressions in the story. You may also edit the list or share this list with your students.

While this is called the “2022” guide, you can use these materials at any time. Please note, however, that the free mini-stories may change after 2022.

## Individual learning

StoryPlanet has been conceived as a self-learning app. While this guide provides many ideas on how to use the app and its contents in a classroom setting, ideally your students will continue using it in their free time: reading additional stories, looking up words or expressions they don’t understand and practicing the words with the interactive exercises. Our goal is to lower the threshold for reading English texts. One day, they will

pick up a real book or watch a full movie in English and no longer feel daunted. StoryPlanet serves as a bridge to help get them to that point.

One simple way to encourage self-learning and reading in their free time is to suggest a StoryPlanet award. Ask your students at the beginning of the semester to read different stories in the app and at the end of the semester have them vote on their favorite story. The winning story could then be chosen as the basis for a little in-class theater production.

### **CEFR classifications**

Each story is assigned a CEFR classification, either B1 or B2, which roughly correlates to Intermediate High and Advanced in the ACTFL system. This is provided as orientation only, as higher-level classes can still benefit from the language exposure and activities described in this package. Lower-level classes, e.g. A2 (Intermediate Low) may struggle with higher-level texts though. In this case, you may wish to provide additional support, such as providing translations of the vocabulary (or having your students do the translations as an exercise).

The classification of each story is based on a number of factors, including vocabulary, sentence length, grammar and subject matter. The classification is supported by a tool we developed called the Language Level Evaluator (LLE) and which can also be used by teachers who want to develop their own materials. You can learn more about the LLE and how to register on our website: <https://l-pub.com/language-level-evaluator>

### **Do you have questions or problems?**

Whether you have content-related questions or technical issues, please do not hesitate to contact us by e-mail at [info@storyplanet.uk](mailto:info@storyplanet.uk)

We are happy to help in any way we can!

## Teacher's materials for "The Mystery Suitcase" (B1)



Image: Yun Xu via Unsplash

Author: David P. Steel

Synopsis: Chrissie takes on a dubious assignment: she is to travel to Hong Kong with a mysterious suitcase for which she will be richly rewarded in cash. Her nervousness and some strange occurrences during her journey keep the suspense high until the final showdown, high on a peak overlooking the cloud-shrouded skyscrapers of the Asian metropolis.

Included in this PDF:

- Suggestions for classroom activities
- Quiz key

Separate files:

- Quiz as a PDF
- Story text as a Word file
- Story vocabulary list (B1 & up) as an Excel file

Classroom activities for "The Mystery Suitcase"

### **Airport security**

Activity before reading the story (10-15 minutes):

1. Ask your students to think about **things which are forbidden to take on airplanes**.
2. Have your students work in groups. They should talk about the kinds of things which are forbidden in carry-on as well as check-in luggage. **On separate index cards, they should write one forbidden thing**. Each person in the group should have something different on their card, so they need to be creative!
3. Now your students should form pairs, each person with someone from another group. One person plays the role of security guard, the other plays the role of

passenger. **The security guard asks the passenger three questions, trying to find out if they have something forbidden**, e.g. “Do you have a gun in your suitcase?” etc. Then they switch roles and the other person plays the security guard and tries to guess what forbidden object the other person is travelling with.

### Phrasal verbs

Activity while reading the story (5-10 minutes):

1. Remind your students that a **phrasal verb consists of a verb with at least one preposition**. Depending on the preposition and the context, the meaning of the original verb may be very different. You may want to use the example “to put up with someone” as this is not in the story.
2. Have them **read the story “The Mystery Suitcase” and pay special attention to all of the phrasal verbs**. If they click on a word and it has “p.v.” next to it, it is a phrasal verb.
3. Have them **do the accompanying vocabulary quiz as homework**. It includes some easier exercises, based on sentences in the story, as well as trickier ones which will require them to think and really understand what the phrasal verb means and how it is used.

Phrasal verbs in the story

to turn up	to pay off	to pick up
to make up	to come on to someone	to shake off
to take off	to carry out	to point out
to take on	to check into	

### Organ transplantation

Activity after reading the story (5-10 minutes):

1. Ask your students if they were surprised by the ending of the story, that a body organ was in the suitcase. Ask them **why anyone would want to transport a body organ and why it might be illegal**. You may want to explain that there is often more demand for organs than availability, which sometimes leads to people illegally paying a high price for an organ to get faster access.
2. Ask your students if they know anyone who has had an organ transplant. What organ was transplanted and why. Further **ask your students to come up with the names of as many different organs they can think of**. Make a list on the blackboard/whiteboard.
3. Divide the class into pairs. **Each pair should talk about what they think about organ transplantation**. Would they be fine with donating an organ after they died? Should this be something each person chooses or something required by law? Would they donate an organ or organ tissue they didn’t need while still alive?
4. As an extra assignment, you could have your students **write a short essay about organ transplantation**. Topics may be: mandatory vs. voluntary donation, living vs. deceased donors, artificial organs vs. biological transplants, ethical concerns, etc.

## Quiz key for “The Mystery Suitcase”

 (correct answers are **orange boldface** and/or **highlighted green**)

1. Choose the correct preposition to complete the phrasal verbs in the following sentences. Only one preposition is correct in each sentence! Write it in the blank.

a) The car **turned up** at 6 pm as planned.

out

on

up

b) Chrissie was relieved when the flight **took off** on time.

over

off

up

c) This time she was **picked up** by a taxi.

up

on

in

2. Fill in the blanks with the correct forms of the phrasal verbs. Possible forms are *infinitive (take on)*, *simple past (took on)* and *gerund (taking on)*.

a) It was just a crazy assignment she **took on** to help **pay off** her debts.

to pay off

to take on

b) Chrissie was intent on **carrying out** her mission as quickly as possible and then **checking into** an air-conditioned hotel.

to carry out

to check into

c) “Did we **shake** them **off** ?” Chrissie asked hopefully. “We’ll both lose our lives if we haven’t,” the driver **pointed out** solemnly.

to point out

to shake off

3. Use each of these phrasal verbs only once to complete the following exercises.

to turn up

to make up

to take on

to pay off

to take off

to carry out

to pick up

to point out

Fill in the blank with the simple past of the correct phrasal verb (example: carried out).

- a) I don't know why you're so surprised. I actually **pointed out** to you weeks ago.
- b) They **took on** the new project without realizing how much work would be involved.

Fill in the blank with the gerund of the correct phrasal verb (example: pointing out).

- c) Last week, he finally finished **paying off** the money he owed his brother.
- d) Nothing he said was true. He was **making up** to trick people into believing him.

Fill in the blank with the correct phrasal verb in the correct form (simple past or gerund).

- e) She **carried out** the task quickly so she could go home early.
- f) I'm tired of **picking up** you every day after school. Can't you take the bus sometimes?
- g) He **turned up** late at the birthday party and there was no food left.
- h) Due to the strike, planes are no longer **taking off** or landing this week.

4. Read the definition and choose the correct phrasal verb.

*Definition I*

to spontaneously create something new; to come up with a reason for something

*Which phrasal verb is this the definition for?*

- a) to do over
- b) to make up**
- c) to point out

*Definition II*

to make advances, to try to get romantically involved

*Which phrasal verb is this the definition for?*

- a) to come on to someone**
- b) to take over for someone
- c) to shake someone off

*Definition III*

to draw attention to; to make aware; to ask someone to observe something

*Which phrasal verb is this the definition for?*

- a) to carry out
- b) to take off
- c) to point out**

## Teacher's materials for **"Sister and Brother"** (B1)



Image: Martina Vitakova via Unsplash

Author: Leonore Kleinkauf

Synopsis: A dystopian adventure story about the siblings Linda and Rupert. They are animal rights activists who become victims of an evil experiment that tries to separate them. But they will let nothing come between them.

Included in this PDF:

- Suggestions for classroom activities
- Quiz key

Separate files:

- Quiz as a PDF
- Story text as a Word file
- Story vocabulary list (B1 & up) as an Excel file

### Classroom activities for **"Sister and Brother"**

#### **Secret mission**

Activity before reading the story (5-10 minutes):

4. Ask your students to think about the **one person in the world they trust** the most.
5. Have your students talk in pairs. Imagine they were going on a secret mission which involved doing something that was prohibited or dangerous, and no one else could know about it. Who **would they trust to take with them and why**. It has to be only one person and someone they know.
6. After they have talked for a few minutes, ask how many of the students chose someone from their **family** and how many chose a **friend**, i.e. a non-family person.

## Experiments with animals

Activity while reading the story (5-10 minutes):

5. Introduce your students to the word “vivisection”. Have an **open discussion** with them about why animals are used for scientific experiments. Who conducts experiments on animals (e.g. universities, companies, what kind of companies)? Are your students generally for or against vivisection?
6. Divide the class into different groups, **those for and those against vivisection**. Those for should brainstorm arguments to try to convince the others about the advantages. Those against should think of what an animal activist might do to stop vivisection.
7. Have each group present their **arguments for**, or **actions against** vivisection. Then have them read the story. Afterwards ask them: What were Linda and Rupert planning to do? Did they succeed? What was Rupert warning Linda of in the beginning of the story? Was his warning justified? What could Linda and Rupert have done differently to help the animals and not put themselves at risk?

## Vocabulary quiz

Activity after reading the story (homework + 5-minute in-class quiz):

1. Ask your students to reread the story and **write down all the adjectives** they can find. In the app, they can easily identify the adjectives when they click on a word and it has “(adj.)” next to it. How many did they find? There should be 13.
2. As homework, ask them to make sure they **learn all 13 adjectives**, e.g. by clicking the heart next to each adjective and doing the exercises in the LEARN section.
3. Give them the **quiz** in the story folder the next time they are in class. No smartphones allowed!

Adjectives in the story

ugly  
cute  
evil  
huge  
peculiar

needy  
reassuring  
vapid  
all right  
fuzzy

massive  
rude  
furry

Quiz key for “**Sister and Brother**”  
(correct answers are **orange and boldface**)

1. Fill in the blanks with the adjectives as they appeared in the story. Be careful! Not all adjectives provided are correct.

a) He had been rather **peculiar** for several weeks now. He had become so **needy** , he would call her every hour for reassurance. And that was not **reassuring** to her at all.

needy

vapid

peculiar

reassuring

massive

b) He had a **vapid** look in his eyes that Linda hadn't seen before. He just nodded through the conversation and pretended to be **all right** . Linda was so excited about the heist that she didn't really notice how his face had already started getting **fuzzy** .

rude

all right

fuzzy

massive

vapid

c) Rupert was **furry** all over. He had turned into a **massive** , **evil** -looking bunny.

cute

massive

furry

evil

all right

2. Choose the correct adjective on the right to complete the sentences on the left. Use each adjective only once!

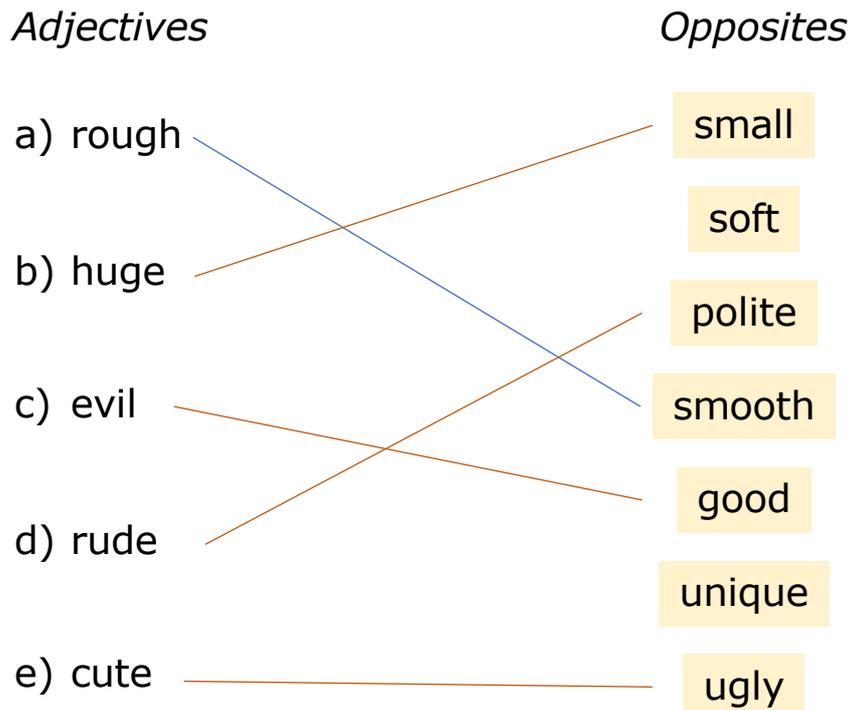
*Sentences*

*Adjectives*

- |   |            |
|---|------------|
| a) After the hurricane, the family met in the parking lot. They were relieved to find that everyone was <b>all right</b> .    | peculiar   |
| b) Some of the survivors were more <b>needy</b> than others, because they had lost their home or their job.                   | furry      |
| c) It was <b>reassuring</b> to see complete strangers helping each other.   | reassuring |
| d) A girl gave a boy her pink <b>fuzzy</b> blanket, because he had lost his jacket and felt cold.                             | vapid      |
| e) There were a few pets around, like cats, dogs and hamsters, which everyone loved because they were soft and <b>furry</b> . | all right  |
| f) Out of boredom, people started telling <b>vapid</b> jokes which were void of all humor, but they would laugh anyway.       | fuzzy      |
| g) There was a <b>massive</b> line to get gas, because the stations had been closed for almost two days.                      | needy      |
| h) Some people were being very <b>rude</b> . They were honking their horns impatiently.                                       | massive    |
| i) The sky looked strange. It was full of long, thin clouds that shone with a <b>peculiar</b> light.                          | rude       |

3. Draw a line connecting each adjective on the left to the adjective with the opposite meaning on the right. Please note: Not all adjectives on the right (opposites) are needed. One has been done for you

<i>Adjectives</i>	<i>Opposites</i>
a) rough	small
b) huge	soft
c) evil	polite
d) rude	smooth
e) cute	good
	unique
	ugly



## Teacher's materials for "Shakespeare's Sonnet 29" (B1)



Image: Federico Respini via Unsplash

Author: William Shakespeare (paraphrased by David P. Steel)

Synopsis: Shakespearean English is not the easiest to understand, not even for a native speaker. We dared to paraphrase the Bard of Avon – to make him more accessible to your students. We chose Sonnet 29, using modern English to evoke a lovesick teenager, which might not be too far away from your students' familiar world.

Included in this PDF:

- Suggestions for classroom activities

Separate files:

- Story text as a Word file
- Story vocabulary list (B1 & up) as an Excel file

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### Classroom activities for "Shakespeare's Sonnet 29"

#### **In other words**

Activity before reading the story (5-10 minutes):

1. Show your students this sentence: "**There are many roads that lead to Rome, but I recommend that you take the one over the mountains, because it is the most scenic.**"
2. Explain the meaning of the word "**paraphrase**", to say something with different words, but with the same meaning.
3. Split your class into groups of 3-4 students and ask them to work together to paraphrase the sentence you have shown them. Tell them to try and **be as creative as possible when rewriting the sentence** without significantly changing the meaning.

4. After a few minutes have each group **present their paraphrased sentence**. Which is the most original? Which changed the meaning the most?

### **The original and the modernization**

Activity while reading the story (5-10 minutes):

1. Pass around a printout of the **original Sonnet 29** or ask your students to look it up online, e.g. at <https://www.poetryfoundation.org/poems/45090/sonnet-29-when-in-disgrace-with-fortune-and-mens-eyes>. Explain that it uses archaic language, so even most native speakers don't understand everything. They should just try to get a rough idea what it is about.
2. Ask your students how much they understood. **What do they think the sonnet is about?**
3. Now have them read "Sonnet 29" in the app. Explain that it has been paraphrased quite a bit, using **modern language and modern references** to make it more relevant to readers today.
4. **Did they understand it better now?** Did they like it better?

### **Playing with poetry**

Activity after reading the story (homework):

1. Ask your students to **research another Shakespeare sonnet and then paraphrase it into their own words** (in English), in a similar way to the version in StoryPlanet. It does not have to rhyme or even look like a poem. But the meaning should be about the same.
2. Alternatively, ask your students to **paraphrase the lyrics of a popular song** they like. Same rules apply as above.

## Follow StoryPlanet

We encourage teachers to sign up for our StoryPlanet newsletter. We will inform you about regular updates to the app as well as when new materials for teachers become available. The newsletter is sent out about once every two months. Sign up here:



<https://storyplanet.us11.list-manage.com/subscribe?u=05099157842bcbe8143e82390&id=77e889dd96>

## Social Media

These are our social media channels for language teaching professionals, where we occasionally share content related to our products and other news:



**YouTube** <https://www.youtube.com/channel/UCAnPgC7kOb9kvTk0n6IUMAA>



**LinkedIn** <https://www.linkedin.com/company/l-pub-gmbh>



**Xing** <https://www.xing.com/pages/l-pubgmbh>

You or your students may also enjoy following us on these channels, where we post learning tips from time to time:



**Facebook** <https://www.facebook.com/storyplanetenglish/>



**Instagram** <https://www.instagram.com/storyplanetenglish/>



**TikTok** <https://www.tiktok.com/@storyplanetenglish>

## Please also feel free to contact us directly



**E-mail** [info@storyplanet.uk](mailto:info@storyplanet.uk)

We are happy to provide direct feedback to your questions. Or let us know if you have suggestions on how to improve our products. We are constantly working on new updates and user feedback is the number one way we choose what to focus on next!