

2G**A memorable shopping trip**

Aims To practise sequencing a story and to review narrative time expressions and paragraphing

Time 10 minutes

Materials 1 handout for each student

- Give each student a copy of the handout. Working in pairs, they read the sentences of the story and put them into the correct order, writing the line numbers in the boxes.
- Alternatively, make one copy of the handout for every three students and cut it into strips, so that each strip has one sentence on it. Divide the class into groups of three and give each group a set of strips to order.
- Check answers as a class, ensuring that students are able to explain why they chose a certain order and eliciting which words and phrases helped them decide.

Numbers from top: 6, 11, 4, 8, 1, 7, 12, 16, 3, 13, 14, 10, 15, 5, 9, 2

- Now tell students to work with their partner / group to divide the story into four paragraphs and to decide on the purpose of each. Check answers, taking the opportunity to elicit / review other narrative time expressions.

1 'About a month ... sat down.' (1–4) **Setting the scene.**

2 'Suddenly ... shaking like a leaf.' (5–9) **Main event**

3 'About five minutes ... before leaving.'

(10–13) **What happened next**

4 'Eventually ... never forget.' (14–16) **The ending**

Organise the story below into the correct order.

- At first, I thought a bomb had gone off.
- Apparently, the café owner had dialled 999 as soon as the accident had happened.
- So, we found a cosy café, bought some coffees and sat down.
- Fortunately, none of the customers were sitting near the window, so nobody was injured.
- 1 About a month or so ago, my best friend and I decided to spend Saturday morning shopping.
- Then, however, I turned round and saw that a van had driven through a window at the front of the café.
- The paramedics checked the driver over and then the police interviewed him.
- It's certainly a shopping trip we'll never forget.
- We met in the city centre at nine o'clock and agreed to have a quick drink before starting our shopping spree.
- They also took statements from a few of the customers before leaving.
- Eventually, my friend and I finished our coffees and headed for the shops.
- About five minutes later, an ambulance and the police turned up.
- We were both quite shaken by the incident, but still managed to spend a fortune.
- Suddenly, there was a huge bang and everybody jumped.
- The van driver seemed fine too, but he was very shocked and was shaking like a leaf.
- We'd both just had our birthdays and had received some money, which we were very keen to spend.

2F

Narrating events

Aims To review phrases for structuring and reacting to a narrative. To give students further practice in telling and reacting to a story.

Time 15 minutes

Materials 1 handout for each student

- Give each student a copy of the handout and tell them to put the phrases from task A under the correct headings. Students check their answers in pairs and then together add additional phrases to the lists. Check answers as a class.

Introducing the story

You'll never guess what happened to ...! Did you hear what happened to ...? (Have you heard about ...? Did I tell you about ...?)

Setting the scene

It was just after midnight. They were at the skate park. (We were walking through the shopping centre. It was New Year's Eve.)

Moving the story on

So, a couple of days later ... Anyway, the next morning ... (Then the following day ... Not long afterwards ...)

Finishing the story

Eventually, ... Finally, ... (In the end, ... At the end of the day ...)

Reacting to the story

What a laugh! How frightening! (That was a big mistake! How hilarious!)

- Draw students' attention to task B and elicit from the class what can be seen in the pictures, i.e. *a police officer, a cat, a wallet full of money, a roast chicken dinner on a plate, a bride and groom, a broken arm in a sling, a carving knife, someone cutting down a tree.*
- Allow students some time to prepare their story, stressing that they should use at least two of the pictures and the question prompts given. If you feel your students would benefit from working with a partner, you can divide the class into pairs to plan the story. Make it clear, however, that they must both make notes, as they will both be relaying the story in different groups.
- Divide the class into groups of four. Each student should tell his / her story, using appropriate past tenses and a range of phrases for structure. Listeners should react appropriately.
- Get feedback on which story they thought was the most original or told in the most interesting way.

A Put the phrases below into the correct column, depending on their usage. Then add one or two other phrases to each column.

It was just after midnight.

Eventually, ...

What a laugh!

You'll never guess what happened to ...!

They were at the skate park.

Did you hear what happened to ...?

Finally, ...

So, a couple of days later ...

How frightening!

Anyway, the next morning ...

Introducing the story	Setting the scene	Moving the story on	Finishing the story	Reacting to the story
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

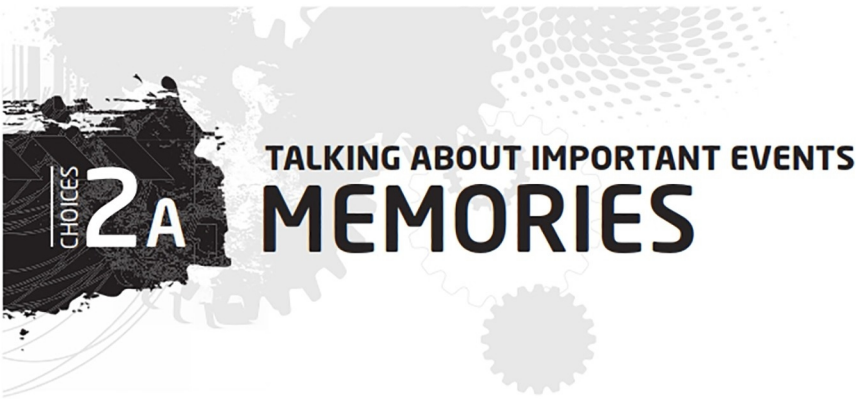
B You are going to invent a story about something which happened to you or someone you know. You must choose **two** of the pictures below and include these ideas in your story!



Use these questions to help you make notes about your story.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Who is your story about? • When did it happen? • Where did it happen? • What happened? | <ul style="list-style-type: none"> • How did people feel and react? • What happened in the end? • How did people feel afterwards? • Was it a good or bad experience |
|---|---|

C Work in small groups. Take it in turns to tell your story to your group. Remember to use some of the useful phrases from A to structure your story and react to the stories you hear.



CHOICES
2A

TALKING ABOUT IMPORTANT EVENTS MEMORIES

Use after: Module 2 *Topic Talk*

Interaction: pairs

Time: about 20 minutes

Materials: one pair of role-cards for every pair of students

Instructions:

- 1 Divide the class into pairs and allocate a Student A and a Student B in each pair.
- 2 Ask students if they have a good memory. Elicit language for talking about memories from the past and write it on the board, e.g.

One special event I remember

It was great because we all

The best bit was when

One of my earliest/clearest memories was the ... when I was about

When it happened, I was

- 3 Ask students if they have ever had a completely different memory of an event from a friend or relative. Tell them to imagine that they were at a birthday party with a friend last month. Write the following facts about it on the board:

people: 30

food and drink: pizza and cola

music: dance music

venue: outside

Tell them you are the friend they went with and you are going to talk about the party. Ask them to correct the facts. Elicit language for contradicting the facts in each case.

Teacher: *There were 50 people at the party.*

Students: *That's not right. There were 30.*

Teacher: *We ate sandwiches and drank lemonade.*

Students: *No, we didn't. We ate pizza and drank cola, not sandwiches and lemonade.*

Teacher: *They played rap music all night.*

Students: *It was dance music, not rap music.*

Teacher: *The party was inside.*

Students: *The party was outside, not inside.*

Elicit other language for contradicting, e.g. *That's not what happened. That's not right. It was me who won the race, not*

- 4 Explain that they are going to discuss an event from the past with a friend or family member but they disagree about the details of the event.
- 5 Give out a set of role-cards to each pair.
- 6 Give students two minutes to read through their role-cards.
- 7 Give students two minutes to discuss their event. Encourage them to be light-hearted and embellish their conversation if they wish.
- 8 When everyone has finished, get whole-class feedback on their use of the target language.
- 9 Then get them to swap role-cards with another pair and act out a new dialogue.
- 10 Finally, choose a few pairs of students to act their dialogues out in front of the class.

Student A

You are talking about your memories with your brother/sister.

Special event: the wedding of your older sister, Katie

Start: *Do you remember Katie's wedding?*

You remember:

- you had a great time
- you danced until midnight
- Katie and her husband sang a song
- the bride and groom left on a bus.

Student B

You are talking about your memories with your brother/sister.

Special event: the wedding of your older sister, Katie

You remember:

- someone dropped a drink on your best shirt/dress
- you danced until three o'clock in the morning
- Katie and her husband played the guitar
- the bride and groom left in a taxi.

Student A

You are talking about your memory of a sporting event with a friend.

Special event: school sports day

Start: *Do you remember the school sports day last year?*

You remember:

- you won the running race
- the yellow team won the football trophy
- the crowd went wild because the gymnastics display was so good.

Student B

You are talking about your memory of a sporting event with a friend.

Special event: school sports day

You remember:

- Ben won the running race
- your team (the blue team) won the football trophy
- the crowd laughed during the gymnastics display because a dog joined in.

Student A

You are talking about your memory of an accident with your brother/sister.

Accident: a fire in your house

Start: *Do you remember the fire in our house?*

You remember:

- you were having supper when you saw the smoke
- you ran into the garden
- your dad stopped the fire.

Student B

You are talking about your memory of an accident with your brother/sister.

Accident: a fire in your house

You remember:

- you were watching TV when you saw the smoke
- you ran into the street
- the firefighters stopped the fire.