

Resource 9B

Language practised: grammar and speaking

Time: about 30 minutes

You will need one photocopy for each pair of students.

- Briefly review the topic and language on pages 70 and 71 of the *Students' Book*.
- Make pairs. Hand out Resource 9B to each student. Check they know what to do and remind them that this is an oral activity (they don't write the story at this stage). Also remind them to use the **Useful Phrases** in the box as they tell the story. Elicit what tense to use (past tenses). Give students about ten minutes for this part of the activity.
- Students tell the story in pairs. Monitor and make suggestions if and as appropriate. Tell pairs to practise taking turns to tell the story orally so that they feel confident for the next part of the activity.
- Make groups of four (two pairs). Pairs take turns to tell their stories to the other pair. The other pair listen for two similarities and two differences in the stories as well as listening to the ending. Pairs decide which is the best ending and then prepare a group telling of the story they prefer for the whole class (all four students have to participate in the telling).
- The class votes for the best story.
- If appropriate, students write their stories in their notebooks.

Look at the pictures that show the beginning of a story. Tell the story in pairs and decide what the end of the story is.

Use the *useful phrases* below to help you.

Useful Phrases

a few minutes later at first eventually fortunately unfortunately
 meanwhile finally suddenly after that in the end immediately



Now tell your story to another pair and listen to theirs. Compare your endings. Which do you prefer and why?

10.1

An ordinary life?

Aim

To create an imaginary life story using prompts

Language

Time expressions

Skills

Speaking and Listening

Lesson link

Use after Unit 10, SB p80 & 81

Materials

One copy of the worksheet cut up into cards per pair of students

Pre-activity (10 minutes)


- Brainstorm life events with the class and write them on the board, e.g. *pass exams, leave school, get a job, get married, have a baby, etc.*
- Ask students, in small groups, to put the life events on the board in a logical order. Have a class feedback session.

Procedure (30 minutes)

- Explain that students are going to create a life story about a woman called Jane Harris starting from the day she left school.
- Divide students into pairs and give each pair a set of cards placed face down on the table. Ask students to spread out their cards so that the back of each card can be seen.
- Ask students to choose twelve cards and to write the numbers 1 to 8 on the back, discarding the other cards.
- Explain that the cards describe eight events in Jane Harris' life and that the order students numbered them is the order they occurred in her life. Ask students to turn the cards over in order to see the events and to check any items of vocabulary.
- Students, in their pairs, create Jane's life story using the events, adding more details for each event to help the story flow logically. Remind them that they cannot change the order of *any* of the events. Go around listening, helping with vocabulary as necessary.
- Explain that students are now going to work in pairs to prepare to talk about Jane's life. They don't have to write down her life story, but can make notes if necessary to help them remember.
- When everybody is ready, reorganise students so that they are each working with a new partner. Students compare the lives they have created. Remind students to use time expressions (*while, after, until, etc.*) to make the story flow more smoothly.
- Have a class feedback session. Ask individual students to tell you their partner's account of Jane's life. Who created the most interesting life story?

Extension (10 minutes)

- Ask students, in their original pairs, to write Jane's life story. Go around helping as necessary.



She passed her exams.

She bought a house.

She fell in love.

She went to art college.

She got a job.

She got married.

She had a baby.

She left home.

She retired.

She fell out with
her parents.

She started her
own business.

She became famous.

She was given a lot
of money.

She went to live
with her sister.

She was involved in
a serious car accident.

She was mistaken for
a dangerous criminal.

She went to live in India.

She wrote a book.