

8 Storytelling

Overview

Students read and order a gapped story, completing the gaps with linking words, then build up an anecdote from prompts using past tenses, linking words and *did* for emphasis.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 You might like to start off by recounting a humorous short anecdote to your students, based on your own experience. Then hand out copies of the worksheet and go through the five stages of a story with the class, referring them back to the stages of your story.
- 2 Pre-teach the following vocabulary: *improvise, notes, speech, power cut, clap, translator*. Then give students, working in pairs, five minutes to read the story and put the five sections in the correct order according to the five stages. Tell them not to worry about the gaps in the text at this stage. Monitor, helping with vocabulary as necessary. Then check the answers with the class.
- 3 Ask students to find an example of *did* for emphasis in the story. Then briefly revise how this structure is used. (If necessary, refer students to page 39 of the Student's Book.)
- 4 Look at the linking words and phrases in exercise 2 with the class, eliciting contexts in which the phrases could be used. Ask students, in their pairs, to fill in the gaps in the text. Tell them to work through the story in order, i.e. starting with paragraph D rather than gap 1. Then check the answers with the class.
- 5 In their pairs, students choose five of the prompts in exercise 3 and create their own anecdote using the five stages. Monitor, helping with ideas and vocabulary as necessary. Encourage students to use *did* for emphasis at least once in their anecdote, as well as linking words.
- 6 Combine pairs of students to take turns to tell their story. Invite several pairs to tell their story to the class.

Answers

Exercise 1

1 D 2 C 3 E 4 A 5 B

Exercise 2

1 In the end 2 but 3 When 4 later 5 Just then
6 Because of this 7 However 8 but soon 9 So
10 and then eventually