

ANSWER KEY

3A Develop your writing

Introduction

The goal of this lesson is for students to write a personal anecdote. To help them achieve this, they will focus on showing the time and sequence of events.

Warm-up

Ask Ss to discuss whether they read personal stories and where (in print, on the computer, on their phone). Find out if they have been inspired to take action after reading a personal story. If time allows, describe a personal story currently in the news where someone is standing up for themselves (or show a short video) and ask for comments.

- 1 Put Ss in pairs to discuss the quotes and say which they agree with. After a few minutes, conduct brief feedback.
- 2 Refer Ss to the two personal stories. Ask them to read and decide if each question applies to Story 1, Story 2, both stories or neither. Check that Ss understand the difference between *humiliated* (= publicly made to feel foolish) and *ashamed* (= personally sorry about something you did). Give them a few minutes to read and mark the questions. Then ask Ss to check in pairs before going over the answers.

Answers: 1 neither 2 2 3 both 4 neither 5 1 6 2 7 both 8 2

- 3 Look at the example, then ask Ss to match the phrases in bold to the meanings. Then put Ss in pairs to compare answers. After a few minutes, elicit answers.

Answers:

Story 1

- 1 As soon as 2 One day 3 in the late 90s 4 immediately
5 Nowadays 6 The following day 7 in the meantime

Story 2

- 8 Eventually 9 Over time 10 Not so long ago
11 A fortnight later 12 After years of 13 Meanwhile
14 In the end 15 all of a sudden

- 4 Tell Ss to read the Focus box, then deal with any questions. Ask Ss to find one more expression for each category in the stories in Ex 2. Go through the answers.

Answers:

- 1 **One day**, we had to do a science project...
- 2 **A fortnight later**, I quit my job.
- 3 **Meanwhile**, I just calmly did my make-up.
- 4 I **immediately** realised what a fool I'd been.

- 5a Ask Ss to work alone to select the best option to complete the sentences. They will need to think about punctuation, sentence position, tense and meaning. Clarify that more than one option may be possible.

- b Put Ss in pairs to compare answers, then go through them as a class. Where more than one option is possible, discuss any difference in meaning.

Answers:

- 1 in the early 00s
- 2 Over time (= gradually)/In the meantime (= while something else was happening)
- 3 All of a sudden (= suddenly)/In the end (= after some time)
- 4 meanwhile
- 5 immediately
- 6 After years of
- 7 Eventually/In the end (little difference in meaning)
- 8 Nowadays

- 6 Ask Ss if they can recall an occasion when they stood up for themselves. Tell a relevant anecdote of your own, if possible.

Optional alternative activity

Ask Ss if they know any stories about standing up for yourself in films, books, TV series, etc. You could suggest examples such as *Mean Girls*, *Matilda*, *Billy Elliot* or *The Karate Kid*. Ask them to summarise the story.

Prepare

- 7a Ask Ss what they are going to do now. They will know that they are going to write a personal anecdote. Tell them they can choose the experience they talked about in Ex 6 or they can invent one.

- b Ask Ss to use the questions to prepare their story, noting down key words but not writing full sentences. Monitor and help with ideas and vocabulary. There is no need for whole-class feedback because all Ss will be working on different ideas.

- c Ask Ss to select some time phrases from this lesson that they will include in their story. Suggest that they include at least three of the phrases.

Write

- 8a Ask Ss to write their anecdote, using the notes they have made. They should write alone, then work with a partner using the checklist provided to give each other feedback.

- b Ask Ss to write a second draft, using the feedback they have received. Monitor and help as needed.

Homework ideas

Workbook: Ex 1–8, pp.26–27