

5 WHAT A STORY!

Objectives

FUNCTIONS	telling a story
GRAMMAR	relative pronouns; defining and non-defining relative clauses; relative clauses with <i>which</i>
VOCABULARY	types of story; elements of a story

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READING

- 1 Books open. Focus attention on the photos and nominate students to describe them. They could try to match each picture with the things in Exercise 1. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed. Check/clarify: *thriller* (give an example of a thriller movie); *grabbed* (caught your interest); *anecdote* (a short story). To get students started on Exercise 1, give some examples of your own. Allow students three minutes to think of an example of each of the four things. Monitor and help with vocabulary.
- 2 **SPEAKING** In pairs or small groups, students compare examples. To give the task a communicative aim, ask students to try to convince their partners to see their favourite film/thriller, etc. Alternatively, ask students to describe fairy stories without saying the name for their partner to guess.
- 3 **SPEAKING** In pairs, students list as many reasons as they can. Hold a class discussion and write their ideas on the board. This will facilitate feedback on Exercise 4.
- 4 **1.31** Play the audio for students to listen as they read and compare their ideas from Exercise 3 to those of the author. Tell them not to worry about unknown words, but to focus on getting an overall understanding of the main points of the article and on checking which of their reasons were mentioned. Check answers in open class referring back to the reasons listed on the board.
- 5 Ask students to read the questions and underline any difficult words or phrases. Clarify these in open class. Ask students to try to answer the questions from memory before looking back at the text to check. Encourage them to underline the key parts of the text that gave them their answers. Students compare in pairs. During feedback, ask students to refer to the text they underlined to justify their answers.

Suggested answers

- 1 films, thriller novels, jokes and anecdotes
- 2 The writer is showing that stories are not just for entertainment. They also have other functions, for example to warn people of dangers.
- 3 He wasn't intending to entertain his friends with his story.
- 4 They shared their stories about remote places enabling people to learn about different places. These stories have been passed down from generation to generation.
- 5 Storytellers travelled a lot, bought new stories back with them and taught people about distant places.
- 6 They can be used to pass down wisdom and knowledge from generation to generation, and to reflect the identity of that culture or country.

TRAIN TO THINK

Thinking about different writing styles

- 6 Do number 1 in open class. Ask students to look back at the article to find the answers to 2 and 3. Encourage students to work in pairs or small groups. Check answers in open class.

Mixed-ability

This is a challenging activity, so consider introducing the concept of rhetorical questions to weaker students – by giving an example in L1 – before asking them to find examples in the text and discuss why they are used.

Suggested answers

- 1 A direct (rhetorical) question to the reader 2 Five.
- 3 To introduce a topic and generate interest in it, to create a personal connection with the reader and to encourage the reader to think.
- 7 Ask students to work with a partner to answer the questions. During feedback, if you haven't yet related this concept back to L1, ask: *Do you use rhetorical questions in your language?*
- 8 Consider staging this activity as follows: Ask students to work in pairs to agree on the overall ideas of each paragraph and check their ideas in open class; then ask them to write a rhetorical question. While monitoring, note down some good examples and the students who came up with them. Call on these students to share their ideas during feedback.

Answers

1 B 2 A

SPEAKING

Divide the class into pairs or small groups to discuss the questions. You may like to give some examples of your own and perhaps even tell them a story from your childhood. While monitoring, encourage quieter students to express themselves. For feedback, make new pairs and ask students to tell their new partner the stories they heard from their previous partner.

Optional extension

To focus on some of the language in the article, write on the board (answers in brackets):

- 1 *What comes to _____ when you hear the word storytelling?* (mind)
- 2 *They all have something in _____ with fairy tales.* (common)
- 3 *They are all based _____ telling stories.* (on)
- 4 *Good stories _____ us emotionally.* (engage)
- 5 *Storytelling skills _____ our attention.* (capture)
- 6 *They went to places far _____.* (away)
- 7 *People were _____ to listen.* (eager)
- 8 *In cultures all _____ the world.* (over)
- 9 *Stories have been _____ down from generation to generation.* (passed)
- 10 *Stories have become part of our _____.* (tradition)

Ask students to complete the sentences and then refer back to the article to check. Check understanding by asking groups to think of other ways of expressing the same idea in open class.

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GRAMMAR

Relative pronouns

- 1 Ask students to complete sentences 1–4 in pairs before checking their answers in the text. Ask students to say what the relative pronoun refers to in each sentence (1 *in a cave*; 2 *some berries*; 3 *storytellers*; 4 *previous generations*) and then to complete the rule.

Answers

1 where 2 which 3 who 4 whose

Rule

1 who 2 which 3 whose 4 where

LANGUAGE NOTE

The relative pronoun is sometimes the **subject** of the clause. We do not repeat the subject: *The woman who {she} plays guitar in that band...*

The relative pronoun is sometimes the **object** of the clause.

We do not repeat the object: *Do you remember the girl who met {her} at the party?*

When the relative pronoun is the object of the clause, we can omit it from the sentence.

Do you remember the girl ~~who~~ we met at the party?

- 2 Complete number 1 with students in open class. During feedback, draw attention to the use of commas in the sentences.

Answers

- 1 One of the world's greatest storytellers is Stephen King, who has sold more than 400 million books.
- 2 Many people love his horror stories, which are often quite shocking.
- 3 The best storyteller I know is my uncle, who lived in India for several years.
- 4 We love listening to our English teacher, whose stories are fascinating.
- 5 At our school we have a great library, where we like to relax and read.

BACKGROUND INFORMATION

Stephen King has written 55 novels and nearly 200 short stories. Many of his works have been made into films. Famous film adaptations of his work include *Carrie*, *The Shining*, *The Shawshank Redemption* and *The Green Mile*. He is also well known for *The Dark Tower* series of novels.

Workbook page 46 and page 124

Defining and non-defining relative clauses

- 3 Students complete sentences 1–5 and consider which are defining relative clauses and which are non-defining. Let them compare answers in pairs and read the rule before a whole-class check.

Answers

- 1 that (defining) 2 who (defining) 3 where (defining)
- 4 who (non-defining) 5 whose (defining)

Additional support

If your students need a bit more support in understanding the difference between defining and non-defining relative clauses, write these sentences on the board:

- 1 *Sarah, who lives opposite me, is having a baby.*
- 2 *The woman who lives opposite me is having a baby.*

Ask students who is having a baby in each sentence (In 1, Sarah and in 2, the woman who lives opposite me). Then erase the relative clause (*who lives opposite me*) in each sentence. Ask students if they know who is having a baby now (In 1, Sarah and in 2, the woman – but we don't know which woman). Elicit that the relative clause in sentence 2 defines the woman and without it we don't know which woman is having a baby. Point out that, in this case, we do not use commas around the relative clause as it is not adding extra information. You could also point out that in defining relative clauses, we can use *that* instead of *who/which* and there is no difference in meaning.

- 4 If you're short on time, set this exercise for homework. Encourage students to refer to the rule to check their answers once they've finished before checking in open class.

Answers

- 1 where 2 that 3 who 4 whose 5 who

Fast finishers

Ask students to write three sentences about their family using non-defining relative clauses, e.g. *my sister, who is a big fan of music, went to a Jungle concert last week.*

- 5 Encourage students to complete this exercise in pairs. Check answers in open class. If students struggle and if you haven't already done it, consider focusing on the above additional support at this point.

Answers

- ✓ Fairy tales, which were written for children, are now being adapted for the cinema.
- ✓ The Brothers Grimm, whose stories have fascinated millions of children, lived in the nineteenth century.

Workbook page 46 and page 124



Be aware of common errors related to relative pronouns, go to Get it right on Student's Book page 124.

VOCABULARY

Types of story

- 1 1.32 Books closed. To introduce this topic, do an internet image search on book covers before the class and choose a mix of different ones to display on the board. Ask students to guess the types of story from the images. Try to elicit some of the types of story included in Exercise 1.

Books open. Focus attention on the book covers and ask students to match them to numbers 1–9 in pairs. If you're using an IWB, this would best be done as a heads-up activity with books closed. Play the audio for students to check their answers. You could play it again for them to repeat. Pay attention to the /tʃ/ sound of the second 't' in *literature* and the elision of the /t/ on *short* in *short stories*.

Answers

A 5 B 3 C 4 D 7 E 9 F 2 G 8 H 1 I 6

- 2 Check/clarify: *fiction/non-fiction*. In pairs, students discuss the question. Check answers.

Answers

(auto)biography; travel literature

Fast finishers

Ask students to think of an example of each type of story from Exercise 1.

- 3 **SPEAKING** Divide the class into small groups for students to discuss their tastes in literature. To give the task a communicative aim and to therefore generate maximum speaking, ask them to agree on a ranking of the different types of story from most to least interesting. Monitor to ensure students are speaking in English. Listen to some of their thoughts in open class during feedback.

Optional extension

If you're using an IWB, display the photos again with the names of the different types of stories hidden. Put students in AB pairs. A closes his/her book. B asks questions to test A: *What's B?* etc. After a few minutes, switch roles and repeat.

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SPEAKING

- Give an example to demonstrate the task. While monitoring, prompt students to use the second conditional in their answers. Elicit some of their choices and encourage reactions from the rest of the class.
- Tell students they are going to prepare a short talk on reading. They should make notes on the two different points and give examples of the types of things they read. Monitor and help with any vocabulary questions. Before they begin speaking out loud, ask students to rehearse their talks for one minute (silently) in their heads.

Mixed-ability

Weaker students can write a set of simple sentences. Stronger students should develop their ideas and attempt to present their information in an interesting way (perhaps using rhetorical questions to draw in the listener.)

- 3 Divide the class into small groups by level. Where possible, make the groups of 'weaker' students larger, so that all groups finish the activity at roughly the same time. Students take it in turns to give their talks. To give them a reason to listen, ask students to think of one question to ask each speaker once they've finished.

LISTENING

- 1 Books closed. Find out how much students know about Stephen King. Write these questions on the board and elicit answers in open class:

Where was he born?

What did he do before becoming a writer?

What was his first book?

How many books has he written?

Books open. Students check their answers by reading the fact file. Ask: *Do you know any other authors who have written as many books as Stephen King? Have you read any of his books or seen any of the films of his books?*

- 2 1.33 Tell students they are going to listen to a conversation about a Stephen King story. Check/clarify: *word processor* (a computer). Before you play the audio, tell students not to worry about understanding every word but just to focus on answering the question. Allow students to compare answers with a partner before whole-class feedback.

Answer

overload

Audio Script Track 1.33

- Luke Hey, Zoey, read any good books recently?
- Zoey Yeah, I've just read this great Stephen King story called Word Processor of the Gods.
- Luke What's it about?
- Zoey It's about this man who wants to be a writer. He's got this shed – this little house in the garden – where he works on his stories. He's always wanted to have a word processor, a computer to write with, but he's never had the money. Anyway, he's got this son who hates him. And he's also got this nephew. He really likes the nephew and the two get on really well. Now, the nephew's a bit of a genius. He's really good with computers and he's promised his uncle that one day he'll build him a word processor.
- Luke OK. So what happens?
- Zoey Well, there's this terrible accident and his nephew gets killed.
- Luke Oh, really?
- Zoey Yeah, and the man's really upset about it. Well, on the day after the accident, he goes to his garden shed and he's surprised to find this word processor there, right on the desk. So he switches it on, and there's this message on the screen, from his nephew, wishing him a happy birthday.
- Luke Oh, so the nephew must have put it in the shed before the accident happened.
- Zoey Yeah, that's right. 'Course the man's really upset and feels like crying, you know. But then he starts playing around with the computer, and he types in 'There's – a – picture – on – the – wall.' And the most amazing thing happens!
- Luke What?
- Zoey Well, he's typed in 'There's a picture on the wall', right? So he wants to delete the sentence and when he presses the 'Delete' button, guess what! The picture on the wall in front of him disappears! It's gone!
- Luke Wow!
- Zoey Yeah, so ... he types the sentence again – 'There's a picture on the wall' – and then he punches the 'Enter' button.
- Luke And the picture was back on the wall, was it?
- Zoey Yeah! So the next day, he hears his son saying to somebody that his father's really useless and so on ... So the man gets really angry, and then he has this crazy idea. He types into the word processor 'I've – got – a son'. And he punches the 'Delete' button! And his son's gone. Deleted!
- Luke Wow!
- Zoey By this time, smoke is starting to come out of the computer and it's getting rather hot. So, before it's too late, he types in his nephew's name and when he does that the screen keeps flashing the word 'overload', but he goes ahead and punches the 'Enter' button. And then the screen goes completely dark. So he sits there wondering what's happened and suddenly he hears somebody calling him. He turns round and there's his nephew. And he looks at the word processor with all this smoke slowly coming out of it, and says, 'I don't know what I thought I was doing when I built that word processor. It's kid's stuff, and it'll never really work ...'

- 3  1.33 Books closed. Put students in pairs and give them two minutes to discuss what they understood from the story. Books open. Students try to answer as many questions as they can from memory before they listen again to check and expand on their notes.

Suggested answers

- 1 The man has always wanted a word processor (a computer) because he wants to write with it.
- 2 He has a bad relationship with his son but a good relationship with his nephew.
- 3 The death of his nephew makes him very unhappy.
- 4 When he goes to the shed the next day, he finds a word processor there with a message from his nephew.
- 5 The man gets angry because he hears his son talking badly about him, and so he 'deletes' his son using the word processor.
- 6 The man enters his nephew's name and brings him back to life.

- 4 **SPEAKING** In pairs, students compare their answers to Exercise 3. Prompt them to explain and expand on their answers as much as possible both during pair-checking and class feedback. After feedback, ask: *Did you like the story? Why (not)?*

THINK SELF-ESTEEM**A better world**

SPEAKING To introduce and explain this activity, you could tell the class about the things you would eliminate or create. Ask students to work individually and make notes. Monitor and help with ideas, encouraging students to be as creative as possible. Input vocabulary as necessary but don't focus too much on the accuracy of their production. Allow them to work on their fluency. Ask students to compare answers in groups before asking them to share their ideas with the class as a whole. You could ask each group to decide on the best ideas within their group and report back on these during feedback.

Optional extension

Take five of the sentences given as answers to question 2 and write them on the board. Ask students to work in small groups and rank the items in the list from most to least important. Hold a class vote to decide which one of the five things the class think is the most important.

Student's Book page 52–53**READING**

- 1 A recording of this text is available with your digital resources. Books closed. To introduce the topic, write the word *fantasy* on the board and ask students to brainstorm what they understand by it. When they mention films, brainstorm a list of fantasy films. Books open. Focus students' attention on the photos. Ask them to work in small groups to answer the questions. If you're using an IWB, this would best be done as a heads-up activity with books closed. Ask: *Have you seen any of the films in the photos?*

Answers

- Snow White (top)
 Little Red Riding Hood (middle left)
 Hansel and Gretel (bottom right)

- 2 To encourage students to scan the text rather than read in detail, set a time limit of one minute.

Answer

the authors of the original fairy tales

Optional extension

If you have access to the Internet in the classroom and can show videos, this is a good opportunity to show some trailers from fantasy films. Put students into AB pairs. Ask As to turn their backs to the board/screen or cover their eyes. Bs watch a fantasy film trailer with no sound. While watching, Bs describe what they see on the screen to A. When the trailer has finished, A has to guess which trailer was shown. This is a good fluency activity which requires students to speak quickly and clearly, as they have to keep pace with the trailer!

- 3 Do number 1 in open class as an example. Ask students to attempt the exercise without looking back at the text. Allow students to compare with a partner before checking answers in open class.

Answers

- 1 Catherine Hardwicke has made a name for herself as a director of films for a teen audience.
- 2 Several films have been produced that remind young people of the stories they enjoyed as children.
- 3 *Brothers Grimm* shows how the famous writers meet the heroes and villains of their stories.
- 4 Films based on fairy tales have turned out to be extremely successful commercially.
- 5 Teenagers are often interested in characters that are evil, angry or unhappy.
- 6 When you compare the films to the stories they are based on, you will notice big differences.

- 4 **SPEAKING** Students discuss the questions in pairs. Monitor and input vocabulary as required. Encourage students to paraphrase if possible, rather than asking for help without first trying to explain the title of a story, for example, in their own words. Listen to some of their ideas in open class as feedback.

BACKGROUND INFORMATION

Red Riding Hood is a 2011 film based on *Little Red Riding Hood*, produced by Leonardo DiCaprio and starring Amanda Seyfried.

Catherine Hardwick (born 1955) is an American film director, whose works include *Thirteen* and *Twilight*, the opening weekend of which made it the most financially successful opening of all time for a female director.

Twilight is a 2008 vampire romance film starring Kristen Stewart and Robert Pattinson.

Hansel and Gretel: Witch Hunters is a 2013 film starring Jeremy Renner and Gemma Arterton. It is a comedy-action tale in which Hansel and Gretel work as paid killers.

Jack the Giant Slayer is a 2013 film starring Nicholas Hoult and Eleanor Tomlinson. It is based on *Jack and the Beanstalk*.

Snow White and the Huntsman is a 2012 film starring Charlize Theron and Kristen Stewart. It is based on the Grimm Brothers *Snow White* tale. The film received two Academy award nominations for Best Visual Effects and Best Costume Design.

Brothers Grimm Jacob Grimm (1785–1863) and Wilhelm Grimm (1786–1859) were German authors. They are best known for collecting and publishing folk tales in the 19th century. Their most famous tales are *Cinderella*, *Rapunzel* and *Snow White*.

The Hunger Games is a 2012 film starring Jennifer Lawrence. It was the first in a trilogy of films based on the Suzanne Collins *Hunger Games* novels. The film tells the story of a young girl who takes part in the Hunger Games, in which young people have to fight to the death.

WRITING

A fairy tale

This exercise can be set as homework or done as a collaborative activity in class with students writing in pairs. To help students come up with ideas, have a class discussion about the main elements of classic fairy tales (good vs. evil; love; princes saving princesses; people becoming rich by doing good, etc.) Write students' ideas on the board for them to refer to. You could input the typical fairy tale ending *And they all lived happily ever after*.

Encourage students/pairs to plan before writing. Get them to write down the main points of their story in note form. At this stage they will become aware of any unfamiliar vocabulary they'll need. They should also think about using a variety of narrative tenses and adjectives and adverbs to make their story more interesting. They could include examples of these in their plans. Monitor to input vocabulary and check that students are writing a plan rather than writing straight away. If time allows, encourage students to use images to make their stories look interesting. When students have finished, make small groups for students to read each other's stories and comment on how interesting/easy to follow they were. Ask students to count the number of narrative tenses used in each story – praise those who managed to include more than two. Finally, display the texts on the walls of the classroom for the rest of the class to read.

GRAMMAR

Relative clauses with *which*

- 1 Students complete the sentences and compare in pairs before looking back at the article to check.

Answers

- 1 , which 2 , which

Ask students to work with a partner to answer the question and complete the rule. During whole-class feedback, give further examples if necessary.

Rule

- 1 which 2 what

Optional extension

If your students need a bit more support with the idea of relative pronouns referring to a noun vs. referring to a whole clause, write these sentences on the board:

- 1 *He has a really cute dog. His really cute dog always plays with me.*
- 2 *She told me her dad was a maths teacher. That surprised me.*

Ask students to combine the two sentences in 1 and 2 above to make one using a relative pronoun. Elicit: 1 *He has a really cute dog, which always plays with me.* 2 *She told me her dad was a maths teacher, which surprised me.*

Point out the use of the comma before *which*. Elicit that these are non-defining relative clauses (they add extra information). Ask: *What does which refer to?* 1 – a noun (*a really cute dog*); 2 a clause (*She told me her dad was a maths teacher*).

- 2 Students complete the exercise individually then compare answers with a partner. During feedback, ask students what *which* refers to in each sentence and clarify whether this is a clause or a noun (*which* refers to a clause in every case). If time is short, you could do numbers 1 and 2 in class and set 3–5 for homework.

Answers

- all her money, which means she'll be (*which*: losing all her money)
- learned the new words, which was frustrating (*which*: nobody learning the new words)
- have been turned into successful teen films, which has surprised (*which*: fairy tales being turned into successful teen films)
- manages to write several books per year, which is (*which*: writing several books per year)
- have been made into films, which is (*which*: all of his books being made into films)

- 3 Students complete the sentences individually. Monitor and help with ideas if necessary.
- 4 **SPEAKING** Focus attention on the example in the book and perhaps do a further example with a strong student to get students started. Monitor and prompt students to keep talking, but as this is a fluency activity, do not interrupt to correct mistakes. While monitoring, note down any common errors, focussing on relative pronouns, to review in open class at the end.

Optional IWB extension

If you have an IWB, prepare a screen with the following sentences and black out the screen.

I am going to Paris next week, which is really exciting.

My brother bought a motorbike last week, which surprised his wife.

Turn on the spotlight tool and wave it quickly up and down across the sentences, so only one or two words are visible at a time. Keep the spotlight moving quickly to ensure students have to look closely to see the words. Ask students to write down the sentences they have seen on the board in pairs.

Workbook page 47 and page 124

VOCABULARY

Elements of a story

- 1 Books closed. Write *Elements of a Story* on the board. Give students three minutes to work in pairs and think about things that all stories contain. Take feedback in open class and try to elicit some of the words from the exercise. You could use a popular story, such as Harry Potter, to help elicit vocabulary.

Books open. Check/clarify: *harms* from number 5 (does bad things to). Students match words and definitions and compare answers in pairs. During feedback, focus on pronunciation as well as meaning. Pay attention to the /k/ sound at the beginning of *character*, the /v/ sound in *villain* /'vɪlən/ and the silent *ue* at the end of *dialogue* /'daɪəlɒg/.

Answers

- 1 plot 2 character 3 ending 4 hero 5 villain
6 dialogue 7 opening 8 setting

- 2 Check understanding of *disappointing* by asking: *Is it disappointing when your football team loses?* (yes). Give students a couple of minutes to think and make notes. Monitor and help with vocabulary. If available, allow students to use the Internet to help them.
- 3 **SPEAKING** To help students, write phrases for agreeing and disagreeing on the board, for example *I totally agree with you; you're right; no way; I totally disagree*. Drill these phrases using emphatic intonation before students begin their discussions in small groups. While monitoring, encourage students to invite and react to opinions and to describe any films or books their partners haven't seen.

Optional extension

To extend Exercise 3, ask each group to come to an agreement on which film has the best plot and which film has the most disappointing ending. Groups should aim to reach unanimous agreement on each item. When they have decided, ask groups to report back to the class and to try to convince other groups to agree with them.

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Student's Book page 54–55

CULTURE

- 1 In open class, ask students what they know about Ireland. Elicit as much information as possible. If you have access to the Internet, you could do a video search for an *Ireland tourism video* and show a short clip to students to give them a feel for what it is like. After the video, ask students to discuss in pairs which parts of Ireland they would most like to visit and what they'd like to do there.

Write these stems for speculating on the board: *the person could be/might be ...; perhaps he's ...*. Focus attention on the photos and ask students to discuss the questions in pairs, prompting them to use the stems. Nominate pairs to share their ideas with the class and write these on the board.

- 2 **1.34** Students read and listen to the article to check their predictions. Refer to the ideas on the board during feedback.
- 3 Check/clarify: *influences, hospitality*. Students read the text again and answer the questions. Ask them to underline key parts of the text which support their answers. Once students have finished, ask them to compare answers in pairs before open class feedback.

Answers

1 T 2 F There was no written language tradition.
3 T 4 F In recent years this tradition has been revived. 5 T

- 4 **SPEAKING** Where possible, put students in similar-ability pairings or groups for this activity. Monitor and encourage students to express themselves in English and to use any vocabulary they have learned from the unit to tell their stories. During feedback, ask pairs/groups to report back to the class on what they discussed and then go through any new/problematic language in open class.
- 5 **VOCABULARY** Students work out the meaning of the highlighted words from the text. Check answers.

Mixed-ability

Stronger students just use the context provided by the article, without looking at the exercise, to try to work out meaning. They then look at the definitions in the exercise to check their ideas. Weaker students work in pairs to match the definitions to words from the article. You could even give students the first letter of each word to guide them.

Answers

1 handed down 2 bend over 3 knew ... by heart
4 revive 5 record 6 cast a spell 7 appreciated
8 shelter

SPEAKING

- 1 Focus attention on the pictures in open class and nominate students to describe what they can see. Ask students to order the pictures and create a story in pairs. Tell them that there is no one correct order. Nominate pairs to share their stories with the rest of the class but do not comment on how close they are to the actual story at this stage.
- 2 **▶▶ 1.37** Play the audio while students listen and compare their story to the one they hear. In pairs, students discuss similarities and differences. To extend the activity, ask students to try to retell the story they heard in pairs.

Audio Script Track 1.37

Annie The strangest thing happened to me the other day.
Mac What?
Annie I woke up with this song in my head and I couldn't stop singing it all day long. It was really annoying.
Mac What was it?
Annie That was the annoying thing. It was a song I knew, but I couldn't remember what it was. I even sang it to a few of my friends, but they didn't know what it was either.
Mac So what was so strange about that?
Annie Well, let me finish ... I got home from school (with the song still in my head) and I went upstairs to do my homework. I decided to put on the radio to try and forget the song, and you'll never believe what they were playing!
Mac Go on.
Annie They were playing the song that I'd been singing all day!

Mac So you'd just been singing a pop song that you'd forgotten the name of.

Annie Yes, but the strange thing is that it wasn't a pop song from now. It was some obscure song from the 1980s that you never hear any more. It was a song that my dad used to play when I was really small. I hadn't heard it for years. And they were playing it on the radio! What are the chances?

Mac Yes, that is pretty weird.

PRONUNCIATION

To practise the schwa/ə/ in word endings, go to Student's Book page 120.

FUNCTIONS

Telling a story

- 1 **▶▶ 1.37** First, students should read the conversation, ignoring the gaps, to get an overall understanding. Ask: *What happened to Annie the other day?* (a song she couldn't stop singing all day was on the radio when she got home); *Why was this strange?* (because it wasn't a current song that you'd expect to hear on the radio). Next, students work with a partner to match the expressions to the correct places in the conversation. Check answers in open class.

Answers

- 1 The strangest thing happened to me the other day.
2 That was the annoying thing. 3 Well, let me finish ...
4 you'll never believe what 5 What are the chances?
- 2 Give students a minute to come up with an idea for a story before they discuss in pairs. Next, tell students to think about how they can tell their story. Encourage them to make notes. Monitor to help with vocabulary and ideas. Prompt them to use expressions from Exercise 1. When students have completed their notes, put them into small groups for them to tell each other their stories. Monitor and praise students who are using the expressions, as well as those making an effort to make their stories interesting and engaging. To give them a reason to listen, students could be tasked with writing down the expressions from Exercise 1 that they hear as they listen. During feedback, ask students to report back to the class on who told the most interesting story in their group.