Telling stories

1. Read the beginning of each of the following stories and answer the questions below.

- The stationmaster blew the whistle and the train slowly moved out of the station. Rosie was devastated.

- My young brother, my sister and I fell silent as the door creaked open. We couldn’t believe our eyes.

- That’s it! I’ve had enough of this dead-end job! I’m handing my notice in.

- Perhaps Pierre shouldn’t have told that little white lie to his wife. Then she may not have suffered such embarrassment at the party.

- Owen Harbucks had his sights firmly set on the top and he meant the top. Nothing short of Chief Executive of the company would be good enough for him!

1. Why do you think Rosie was devastated in the first extract?
2. What do you think the children saw as the door opened in extract 2?
3. Do you think the speaker in extract 3 had a plan of action after quitting her job?
4. What kind of white lie do you think Pierre told his wife in extract 4?
5. What kind of personality do you think Owen Harbucks has?

2. Work with a partner. Discuss how you think each story could continue. Make some notes below.

3. Now find another pair and tell them your story. How different or similar are your stories?
Telling stories

TEACHER’S NOTES:

Aim: to provide further practice of telling stories. This worksheet is designed to be used in conjunction with unit 3.

Time: 40 minutes

Materials: copy of the worksheet for each student

1 Ask students to read each story opening and start to imagine how the story continues by answering the questions. These are only suggested answers - all the stories are fiction and open to interpretation. Ask for class feedback.

Possible answers: a) Perhaps because someone she loved dearly had left on the train. b) It could be something magical - a beautifully decorated room ready for a party, or it could be a reaction to the discovery of something in the attic or a hidden part of the house. c) Yes and no! It could be an impulse decision or something she’d been considering for a long time and had thought through, in which case, she may plan to retrain, take time out or go travelling. d) Something connected with her appearance perhaps that could have caused her embarrassment. Saying that something suited her when it clearly didn’t - for example shoes or a dress. Perhaps she fell over in shoes which were too high for her? e) Career-orientated and single-minded.

2 Students work in pairs to discuss how they think each story could continue. Monitor to check if anyone needs inspiration for any of them.

3 Students then find another pair and they tell their stories to each other. Ask for class feedback.