

CHECK!

Sharing a personal story

LEVEL

Intermediate (B1)

NUMBER

EN_B1_2044C

LANGUAGE

English



Let's check!

Can I share a personal story?

- Can I distinguish between adjectives that end in '-ing' and '-ed' and use them to describe a thrilling experience I've had?
- Can I use 'when' and 'while' to link clauses in the past simple and past continuous?
- Can I narrate a memorable experience I've had using a range of techniques to keep the listener interested?



Warm-up

Do you prefer listening to stories or telling them? Why?

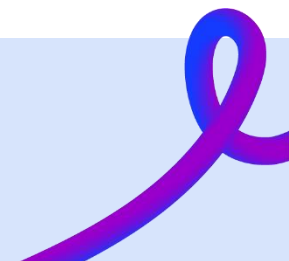


Do you ever listen to podcasts or radio shows that tell true stories?



Learning outcome 1

Can I distinguish between adjectives that end in '-ing' and '-ed' and use them to describe a thrilling experience I've had?



Describe a thrilling experience

Choose one of the experiences below and tell your classmates about it.



Use adjectives that end in
-ing and **-ed**

For example:
*amazing, satisfying,
surprised, frightened*

1



Seeing some
wildlife

2



An extreme
activity

3



A trip

4



A competition

5



Meeting
someone new



Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples



Find the mistake!



Learning outcome 2

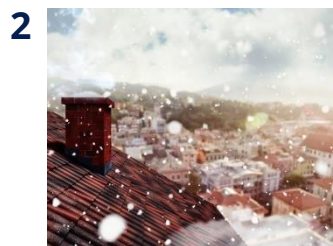
Can I use 'when' and 'while' to link clauses in the past simple and past continuous?



Build sentences using the pictures

Complete this activity in **breakout rooms** or in the **main classroom**.

Use the past simple, past continuous and *when* or *while*. Add as much **detail** to your sentences as possible.



Example:

The other day ***while I was watching*** my favourite TV show on my laptop, ***I heard*** this noise from the other room... It sounded like...



Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

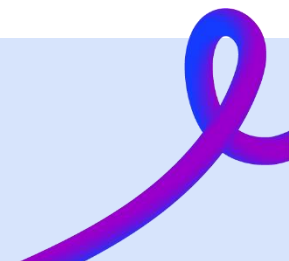


Find the mistake!



Learning outcome 3

Can I narrate a memorable experience I've had using a range of techniques to keep the listener interested?



Telling an anecdote

Describe a memorable experience you have had in the last year. Go through the prompts and examples below with your teacher. Take two minutes to prepare your anecdote, then share it with the class!

Structure

- **Introduction:** What's your story going to be about?
- **Background information:** Give context about the situation
- **Action:** What happened, and when?
- **Conclusion:** How did it end? What did you learn?

Language

- **Sequencing words** to show the order of events
- **Past continuous** for background action and description
- **Adjectives and adverbs** to make your story more interesting

Have I ever told you about...?

I was walking down the street near my flat... It was raining heavily...

All of a sudden, this lady came over to me and asked....



Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples



Find the mistake!



Let's reflect

End of the lesson

Idiom

Don't let the facts get in the way of a good story

Meaning: to add details that aren't true in order to make your story more interesting

Example: Ok, so maybe we only hiked 25km in the rain, not 50... But 50 sounds better! You should never let the facts get in the way of a good story.



Additional practice



What makes an anecdote boring to listen to?

Is it the storytelling techniques or the topic?



Debate

Have a debate with your classmates using the prompts below.



Group!

You think experiences are more memorable with other people

It's more interesting when you have someone to share it with.



Solo!

You think experiences are more memorable alone

I think doing things alone is more satisfying.

- terrifying
- amazing
- thrilling
- surprising



Childhood experiences



Do you have clear memories of activities you did when you were a young child?



Do you think it's important for young children to have memorable experiences?





Describing an event

Think of an event or a **place** that everyone knows. **Describe** the event or place and how it makes people **feel**. Your classmates will guess what or where it is.



Kids are usually really excited. It's not a relaxing time for adults.

Is it Christmas time?

Yes! I love Christmas but I was surprised how much work it is for parents.



Check Summary

Extreme experiences

Talking about extreme experiences

- to seek thrills; to live in the moment; to test your limits
- Real life language: *My stomach was in knots*

Adjectives ending in **-ed** and **-ing**

- We use adjectives ending in **-ing** to describe **a situation or experience that causes a feeling.**
- We use adjectives ending in **-ed** to describe **how a person feels.**



Check Summary

Past simple and continuous

Using the past continuous and past simple

- We use these tenses together to describe two past actions, using the linking words **when** and **while**
- **Past continuous:** a longer or ongoing action in the past.
- **Past simple:** a shorter action in the past that happened during the longer action or interrupted it.

when and **while**

- *while* is used at the start of the past continuous clause
- *when* is used at the start of the past simple clause



Check Summary

Telling an anecdote

Structuring an anecdote:

- An anecdote should have a clear beginning, middle and end, and can follow the structure below:

introduction – background information – action – conclusion

Past continuous:

- The past continuous describes **an action that was happening over a period of time in the past**.
- It can be used to give **background information** or **context** as well as for **descriptions**.
- **Form:** subject + auxiliary (*was/were*) + verb (*-ing*)

Sequencing words:

- We use these to put events in order: what happened and when
- Here are some examples: *First of all; then; after a while; by this time; about (an hour) later*



Vocabulary

to ride a rollercoaster

to seek thrills

sky-diving

My stomach was in knots

to live in the moment

to test your limits

tingly

to calm down

terrified/terrifying

amazed/amazing

satisfied/satisfying

thrilled/thrilling

surprised/surprising



Vocabulary

to survive

survival

rainforest

to explode

lightning

eel

to rescue

canyon

boulder

to stay afloat

to trap

miraculous



Vocabulary

to check (something) out

adventure

Things started to go downhill

shortcut

to take a shortcut

to get a flat tyre

miserable

to take pity on someone

portable battery pack

first of all

then

all of a sudden

by this time

after a while

about an hour later

