

That's so funny!

LEARNING OUTCOME

learn how to tell an anecdote

WARMER

Ask students whether they have a story about a personal experience that they have told many times. Compare answers around the class.

Ask students what type of story (e.g. funny, dramatic, etc.) they prefer to tell or to listen to.

Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to tell a short anecdote.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Answers

The people are in the street/outside school/in a park. They are listening to someone telling a story. They are laughing so it's probably a funny story.

Everyday vocabulary

- 2 Ask students to look at the expressions in the box and write them in the correct place in the Toolkit. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

Set the scene

Six years ago,
When I was (in Japan),

Show amusement

That sounds hilarious!
That's so funny!

Show sequence

Eventually
In the end

Show sympathy

That sounds awful!
Oh, no!

Show surprise

You're joking!
I don't believe it!

Ask students to work in pairs and brainstorm any other expressions they know and add them to the correct category. Ask pairs to share their ideas with the class. Check answers and write the words on the board.

Possible answers

Set the scene: When I was (eight); **Show sympathy:** How terrible!; **Show amusement:** Ha, ha!; **Show surprise:** Unbelievable!; **Show sequence:** Then, ...

Dialogue

- 3 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue in which James tells Sian and Tom a short anecdote. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out how James solved his problem. Ask students to check their answer in pairs, before checking as a class.

Answer

He bought (elephant-themed) pyjamas to use as a costume in a department store.

- 4 Ask students to look at the dialogue on the page and complete gaps 1–6 with the missing sentences a–f. They check answers in pairs, then listen to the dialogue again and check.

Answers

1 e 2 a 3 d 4 f 5 b 6 c

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one: James (the storyteller) or Sian and Tom (the listeners). Ask students to think about the meaning of each expression. Check the answers as a class. Ask students to practice saying the expressions.

Answers

Set the scene: About six years ago, James (storyteller); **Show sequence:** At first, James (storyteller); **Show surprise:** You're joking! Sian (listener); **Show sympathy:** Poor you! Tom (listener); **Show amusement:** That sounds hilarious! Tom (listener)

Over to you!

- 5 Students work in pairs and decide who will be the storyteller and who will be the listener. Ask them to read the instructions and follow the steps. Remind students to use expressions from the Toolkit and the dialogue in 2. Students can then swap roles and do the role-play again. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students can write their anecdotes down as homework.