

## 6-word stories (teacher's notes)

### 1. Warm up (Activity 1) 3 mins

**Aim:** to make students interested in the topic.

**Procedure:** Ask SS to work in small groups/pairs and discuss the questions.

### 2. Lead-in (Activity 2) 3 mins

**Aims:** to set the context and present a notion of flash fiction (6-word stories).

**Procedure:** Students work in the same groups. Ask them to read the short statement in the worksheet (you can also put it on the board) and answer the questions in the worksheet. Set the time limit of two minutes. Ask for the feedback as a whole class.

Explain to your students that these types of stories are called flash fiction or 6-word stories.

### 3. Reading for gist (Activity 3) 5 mins

**Aim:** to practise reading for gist.

**Procedure:** Students read 8 flash fiction stories and come up with ideas who could write them and what makes them think so (students' own answers). Ask students to share their ideas with their partners in pairs/small groups.

Key:

teens

### 4. Vocabulary work (Activity 4) 6 mins

**Aim:** to present new vocabulary.

**Procedure:** Ask your students to work in pairs (change pairs). Ask them to try and match a word and a definition.

Key:

1 - B, 2 - C, 3 - E, 4 - D, 5 - E, 6 - F

### 5. Controlled vocabulary practice (Activity 5) 6 mins

**Aim:** to practice new vocabulary.

**Procedure:** Students work individually. Ask them to complete the gaps. Draw their attention to the fact that they should change the form of the words in some sentences.

Key:

1. I made a pinky promise to her saying I wouldn't tell a soul.
2. I greatly regret not having told the truth.
3. I wanna have a hamburger, Mom.
4. She's just broken up with her boyfriend.
5. Do not make a promise if you know you are going to break it.
6. I can't stand raw fish. Its smell is disgusting.

## 6. Freer vocabulary practice (Activity 6) 7 mins

**Aims:** to provide speaking for fluency and practice of new vocabulary.

**Procedure:** Ask students to work in pairs. Put them in pairs they feel most comfortable with. Monitor for collecting and correcting some errors.

## 7. Grammar work – Question formation (Activity 7) 6 mins

**Aim:** to revise making questions.

**Procedure:** Students work individually. They choose two authors and write down three questions to each author. Monitor closely to check the accuracy of the questions. Then they discuss possible answers to these questions with their partners. Encourage students to use modals of deduction.

## 8. Follow up activity (Activity 8) 8 mins

**Aim:** to provide speaking for fluency.

**Procedure:** Ask students to change partners (work with a student on their left). Ask them to choose 3-4 stories that they think are particularly true to their partners. Ask them to explain why they think so. Ask the students themselves comment on if their partners guessed right or not. Let them agree or disagree and explain why it is so. Students should agree/disagree with partner's opinion.

## 9. Writing (Activity 9) 8 mins

**Aim:** to practice writing a 6-word story.

**Procedure:** Ask students to work individually and try to make up three 6-word stories on the topics given. It is not an easy task so if they cope with just one it would be fine. Give them a time limit. Ask them not to write them anonymously.

## 10. Discussion 8 mins

**Aims:** to practice reading for gist and speaking for fluency.

**Procedure:** Ask your students to give their stories in. Put them on the board or walls. Ask students to stand up, read the stories and remember some that they like. Give them 3 minutes for that. Ask students to sit down, work in pairs and share their choice. Let them explain their choice.

If there is spare time, let your students ask each other some questions about their stories.

## 11. Feedback 3 mins

**Aim:** to conduct feedback and delayed error correction.

**Procedure:** Ask your students which stories were the most popular among them.

Put the errors you have collected throughout the lesson on the board. Ask your students to correct them. Do not say whose errors they were. Wish your students a nice day.