

# TAKE PART!

## **OVERVIEW**

In this unit you will be recounting unforgettable moments in your life.

You will work with the following functions:

• narrating past experiences and past events

You will work with the following vocabulary areas:

• feelings and emotions

You will work with the following structures:

- past tenses: simple past and past continuous
- verb form for past habits: used to + verb
- past modal verb: would + verb
- time expressions

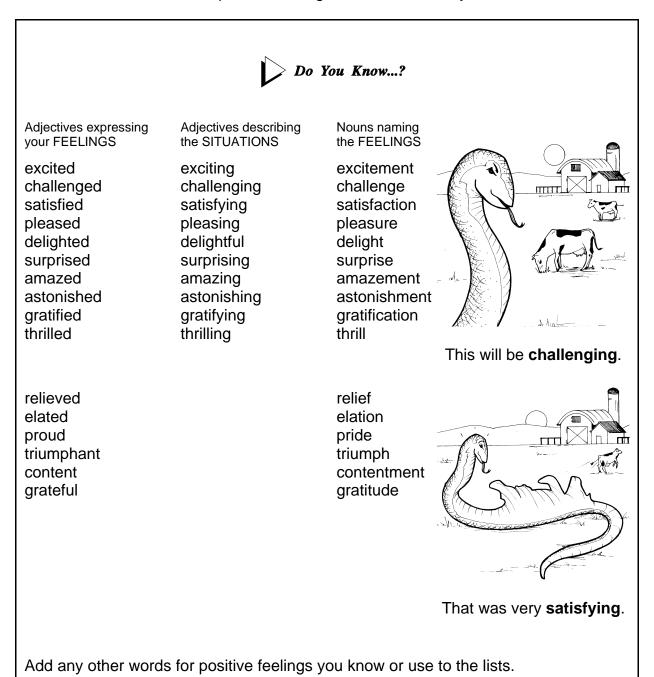


# DECIDE WHAT MAKES AN EXPERIENCE UNFORGETTABLE

You will be hearing a radio show which invites listeners to tell about unforgettable moments in their lives.

1.	Work alone. Think about unforgettable experiences in your own life.				
	<ul> <li>Remember: • these moments may occur in many contexts: at home, at work, on holidays, at a party, in a shopping centre,</li> <li>• Different people may be involved: family, friends, neighbours, colleagues, supervisors, storekeepers, rivals, landlords, the police,</li> </ul>				
2.	. Write down examples of experiences you remember because they were positive (e.g. winning an award, a meaningful Christmas, the birth of a child, celebrating a special event,).				

# 3. Which of these words for positive feelings and emotions do you know?

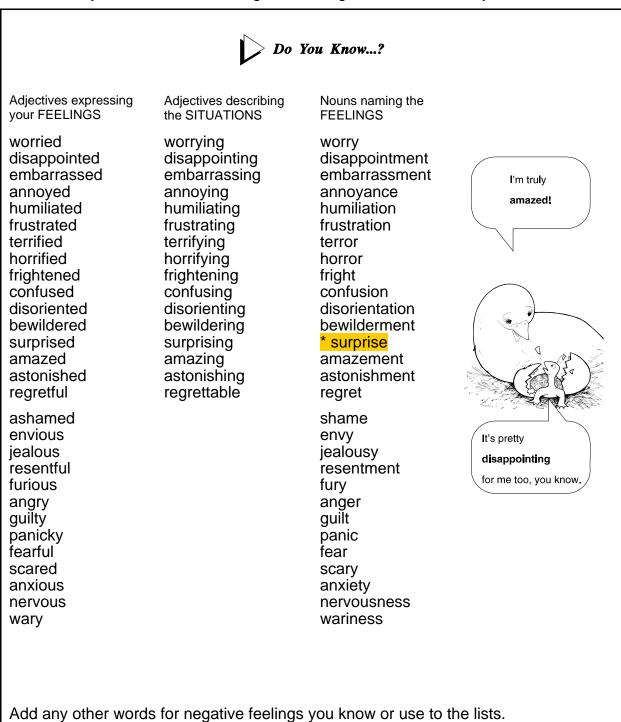


- 4. Why did you find the incidents you listed on page 30 positive? Was it how you felt? Was it where you were? Was it the people who were involved?
- 5. Now jot down examples of experiences that were unforgettable because they were negative (i.e. disappointing, upsetting, tragic, frustrating, dangerous...).



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# 6. How many of these words for negative feelings and emotions do you know?



# → Practice Activity : How Do You Feel? page 142

Mainly used when writing.



- 7. Why did you find the incidents you listed negative? Was it how you felt? Was it where you were? Was it the people who were involved?
- 8. Discuss your ideas with the class.
- 9. Now listen to the people who called to tell their stories on the radio show "TAKE PART!"

Find out

- a) what the experience was
- b) why it was memorable
- c) how the person felt

	Caller 1	Caller 2
What was the unforgettable experience?		
Why was the experience memorable?		
How did the person feel?		

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# SELECT UNFORGETTABLE MOMENTS

- 1. Work alone and think about the unforgettable positive and negative moments in your life which you jotted down on pages 30 and 32. Which of these was the best moment? Which was the worst? Which of these experiences would you consider sending to or recording for the radio show?
- 2. Now discuss with a partner the unforgettable experiences you might recount for "TAKE PART!"

3.	Select two unforgettable experiences, one positive and one negative, which you wi
	describe for "TAKE PART!".



## PREPARE YOUR SUBMISSION

When you recount the unforgettable experiences you chose, you will need to use a variety of past tenses to indicate whether you are referring to actions that were completed, on-going or repeated.

1. Read the section below and see if you know what tenses to use to talk about completed and ongoing past events.



a) To talk about actions completed in the past, use the simple past tense. The time these events occurred is usually known and is indicated by time words such as these:

yesterday
once
2 days ago
on February 1st

the day before yesterday
last week
at 1 o'clock

- e.g. "My worst moment **occurred** 10 years **ago**. I was in an airplane when one engine **failed** and we **had to** make an emergency landing."
- b) The past continuous is used to talk about actions in the past that continued over a period of time. Time words which are often used with this tense include the following:

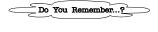
while when

- e.g. "As the pilot was trying to land, I think all the passengers were praying."
- c) When the past continuous is used with the simple past, the simple past describes the action which was completed and the past continuous describes the action that was going on in the background.
  - e.g. "While we were landing, we saw fire trucks and ambulances waiting for us."

(See Interface Canada Inventory of Functions and Grammar, pages 85-6.)

→ Practice Activity : Brief Encounter, page 44
 → Practice Activity : What Happened? page 45

2. What expressions do you use when you talk about habits and routines in the past? Do you use the expressions listed below?



To talk about habits and routines in the past, you can use would and **used to** with the base form of the verb. The implied meaning is that you no longer have these habits or routines.

e.g.

"To make sure she got up on time, she would often\* set two alarm clocks."

\*Note the different position of frequency adverbs with each of theses constructions.

(See also Interface Canada Inventory of Functions and Grammar, page 119.)

→ Practice Activity: Who Was It? page 46



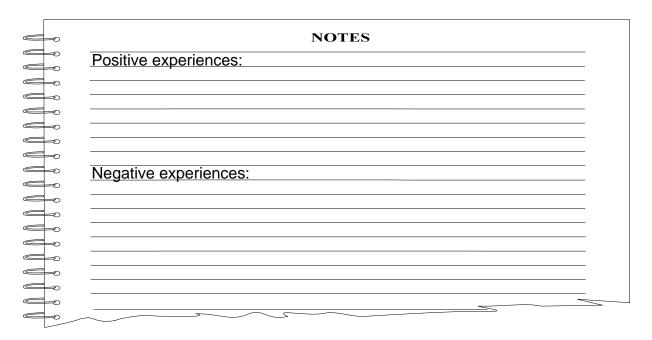
3. Now make notes on the unforgettable moments you chose. Remember to include details of what happened, where, who was involved, why the incidents were memorable and how you felt.

NOTES:	Positive Experience	Negative Experience
Unforgettable moment		
Where it occurred		
Who was involved		
What happened		
How I felt		
Why the moment was unforgettable		

## **TELL YOUR STORY**

- 1. Work as a class or in small groups. Take turns recounting your unforgettable moments.
- 2. Listen to the stories the others tell and try to see if there are any patterns within your class: were experiences positive because of achievements? Were they positive because of emotions shared? Why were experiences negative? Was it because they were dangerous, because something was lost or because feelings were hurt?

You may want to take notes while you listen.



#### Variations:

- 1. Write "TAKE PART!" and describe your unforgettable moments.
- 2. If you and your class have the time and are interested, produce your own version of the "TAKE PART!" show. Someone can be host, others can tell their tales "on the air", some can prepare advertisements, station identification, or public service announcements.





#### How Do You Feel?

In this activity, you will win points by accurately describing your feelings in a number of different situations.

#### **PREPARATION**

Work as a class or in small groups.

- 1. For this activity you will need many examples of situations which give rise to positive or negative emotions. You can use the situations below as well as similar situations of your own.
  - You are in an elevator alone and it gets stuck between floors.
  - The lights go out in the subway car you are riding in and the train stops.
  - You are in line in your local bank, when an armed robber comes in and tells everyone to get down on the floor.
  - You told your best friend about a job you were applying for; your friend applied for the job and was hired.
  - Your boss invited you to a dinner party. You didn't want to attend and said you
    would be out of town. The evening of the party you bump into your boss's
    teenager at the movies.
  - There was an error in the report you approved. A junior employee discovers and points out the error just before it goes to be printed.
  - You hear someone breaking into your house.
  - You discover that \$5 000 is missing from your bank account.
  - You have been working all day at a problem which you have not been able to solve. As a result, you may not meet the deadline.
  - A neighbour always puts you down in front of others. At a meeting of your community association today, you took the opportunity to challenge him and showed him up.
  - You and your team managed a deadline which everyone said was impossible because there was too much to do and too few people to do it.
  - You just heard that you have won \$10 000.
  - You worked very hard to raise money for a community skating rink. It was difficult and took a long time. Now you are present at the opening ceremonies.
  - An inheritance means you don't have to work ever again.
  - You have just received a call from your mortgage company. Someone has anonymously paid off your mortgage.
  - A person from your office, who in your opinion is much less deserving than you, has received the merit award which you thought you would get.
- Write the situations above and/or the situations you wrote onto individual pieces of paper.

- 3. Fold the papers so that the writing is on the inside.
- 4. Put the folded papers into a hat or a pile.

## **PROCEDURE**

- 1. Take turns picking a situation from the folded pile of papers.
- 2. Read out the situation you chose.
- 3. Now imagine you are in the situation you chose and describe how you feel. You must use at least 3 words from the property to the property property property property property property. Itself, one from each of columns, and use them in sentences.
- e.g. Situation: You have won a sports car.

#### Possible responses:

- a. I'm delighted. It's amazing because I never win anything. What a surprise!
- b. I'm so **excited**. This is the most **exciting** thing that ever happened to me. I'm **delighted**.
- c. I'm so **excited**. This is the most **exciting** thing that ever happened to me. There'll be a lot of **excitement** at home tonight when I tell everyone.

#### SCORING

- 5 points for 3 emotion words, correctly used (e.g. a. above).
- 3 points for 2 emotion words, correctly used (e.g. b.above).
- 1 point for 1 emotion word, correctly used (e.g. c. above).
- Bonus points: 5 additional points if 3 different emotion words are used and are correct

If you and your class or group prefer, there can be a time limit within which an answer must be produced.



#### **Brief Encounter**

In this activity, you will be contributing sentences to make up composite stories about what happened when two famous people met.

#### **PREPARATION**

Form groups of at least three. Each person needs a piece of (8 ½ x 11) paper.

#### PROCEDURE

1.	Think of names of famous people. They can be alive or dead. Choose one male and
	one female. Write this sentence at the top of your page, including one of the names
	of the people you chose in each of the blanks:

One day, (F) bumped into (M_
------------------------------

Fold your paper down so that no one can see what you wrote.

- 2. Pass your paper to the person on your right. You will receive a paper from the person on your left.
- 3. On the paper you now have, write a sentence describing the weather. Begin, "That day, it..." Fold the paper over again so that no one can see your sentence and pass the paper to your right.
- 4. Continue in the same way: on each paper you receive, write one sentence to answer each of the questions below. Your sentences can be serious, imaginative or funny. Each time, when you have completed your sentence, fold the paper to hide the new sentence you wrote and pass the paper to your right.

What were the people around them doing?

What was the famous woman doing when she saw the famous man?

Where was she going?

What was the famous man doing when he saw the famous woman?

Where was he going?

What did he say?

What did she say?

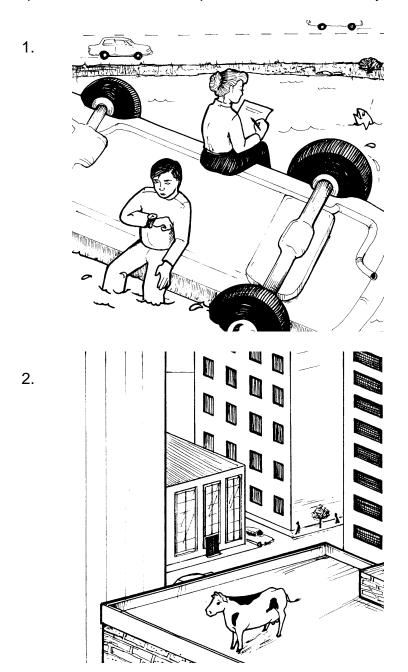
Then what happened?

How did the encounter end?

5. When you have finished writing your last sentence, unfold the paper and read the story on your page. Before you read it to the rest of your group, make any necessary corrections to verb tenses.

# **What Happened?**

1. Work with a partner. Look at the two pictures below. What do you think happened?





- 2. With your partner, make up a story which recounts the events which led to the scene in each picture. Each story must have at least **five** sentences. Use the simple past and past continuous tenses.
- 3. Tell your stories to the class or to another pair or pairs.

#### **VARIATION**

Make this activity into a game by awarding points for some or all of the following:

- each sentence with a correct past tense verb
- a cohesive story with more than 5 sentences
- the funniest story
- the most imaginative yet plausible story
- the most outrageous story

#### Who Was It?

In this game, you will try to guess the names of well-known "mystery" people from the past based on clues about their habits and behaviour.

#### **PREPARATION**

- 1. Divide into 2 teams.
- 2. Work with your team. Think of at least 3 people from the past whom you could describe by their habits and behaviour. (Note: these people can be from the near past: e.g. a teacher you all had, or from the more distant past: e.g. René Lévesque, Elvis Presley, Napoleon, ....)
- 3. Write down the names of the people you chose. For each person, write down 4 clues. These clues should describe the persons' habits and repeated behaviour. (Consider habits such as how they always spoke, what they wore, the kinds of car they drove, where they ate, where they went for entertainment, their mannerisms or gestures...) Use the expressions "used to" and "would + (verb)". e.g. "He used to wear jeans that were considered very tight." "He would move his body a great deal when he sang."
- 4. Decide the order in which you will present your mystery people and the order in which you will present the clues for each.

## PROCEDURE

Decide which team will begin. The team to go first gives clues; the other team tries to guess the identity of the mystery person. Then roles are reversed: the team which gave clues now has to guess the identity of the mystery person from clues presented by the other team.

The game proceeds as follows:

- 1) Each member of Team 1 takes a turn giving a clue for the first mystery person, until all 4 clues are given.
- 2) Any member of Team 2 may try to guess the mystery person after each clue is given.
- 3) Team 2 gets a turn to present clues for its mystery person when
  - they guess the identity of the mystery person described by Team 1 or
  - all clues have been presented and Team 1 has revealed the identity of the mystery person because there has not been a correct guess
- 4) Each member of Team 2 now takes a turn giving a clue for a mystery person until all the clues have been presented or the person has been identified.
- 5) Teams alternate giving clues and guessing identities until all clues for the mystery people have been presented.

#### SCORING

For the team trying to guess: 8 points for each correct identification

For the team giving clues: 2 points for each clue given which does not yield a correct guess



# **TAPESCRIPT**

#### **Narrator:**

Welcome to **TAKE PART!** Our current series focuses on unforgettable experiences in the lives of our listeners. What makes an experience unforgettable? Is it happiness? fear? relief? anger? pride? We've invited our listeners to share their unforgettable moments with us. Here is our first caller...

#### Caller 1:

The experience I want to share happened five years ago when I was applying for my first job. I'd been in school for several years and I really needed to find a job, but there weren't very many around...I was getting quite worried. Then I saw an ad in the paper and it sounded as if they were looking for me! At least as far as I was concerned I had all the qualifications, so I applied, and I was pleased to be called for an interview.

But the interview turned out to be one of the most horrible experiences I ever had... I saw some of the other applicants as we were waiting for our interviews, and they all looked so much older and more experienced... I didn't think I had any chance at all.

Then, when I got into the interview, I was **sure** I didn't have a chance...There was a whole panel, and they asked me very difficult questions...The interview lasted about two hours, and by the end I couldn't even remember what I'd said at the beginning.

They said they'd let us know in two weeks. Those were the longest two weeks of my life... Finally, I got a phone call. I was so nervous I could hardly speak...But, to my surprise, out of all those people, they'd chosen me! What a relief! Even now, when I look back at it, I'm still astonished that I made it...

#### Narrator:

Thank you for your story... We have a letter from a listener now. It comes from Mr. Rick Brown of Toronto.

He says... My unforgettable experience lasted several hours. Last July 5, early in the morning, the phone rang: it was my sister who lives in Fredericton where we grew up. The rest of my family still lives there. As soon as I heard her voice, I knew something was wrong.

Our mother was in the hospital. They said it was her heart and they didn't know how extensive the damage was. One thing was certain though: it was serious. I threw some clothes into a suitcase, raced to my office to make arrangements, jumped back into the car and headed east. That long drive was unforgettable. I had no contact with anyone — only my thoughts. Of course, I was worried. All kinds of questions kept racing through my head. What I would find when I got there? Would my mother still be alive? If she pulled through, would she be all right or would she be an invalid? That would be very hard for an active person like her. I guess I felt a little guilty too: when was my last visit? when did I speak to her last?

I wondered what was happening at every moment, as mile after mile sped past, yet I was afraid to stop and call the hospital in case I wasted precious minutes.

Somehow, I made it to Fredericton — I don't exactly know how because I don't remember the drive, only the feeling of being caught in a time capsule, with minutes simultaneously flying by and somehow frozen,... and all the while I was hoping...and praying I would get there in time.

Well, my mother is a strong woman and she pulled through; she's not the same any more though; she's a bit breathless and somewhat frail... but the main thing is she's still with us.

A thank you to Rick for writing and sharing that with us.

And now a reminder to all of you. To tell us about your unforgettable moments, you send a tape or letter to:

Moments, P.O. Box 321, Postal Station K, Toronto, M6B 2N3,

or call us collect...area code 416...926-5698.

Join us again next week and TAKE PART!