

TEXT	ANNE OF THE ISLAND
AUTHOR	Lucy Maud Montgomery
THEMES	What are you like? (Unit 1), Looking ahead (Unit 5), Blockbusters and bestsellers (Unit 6), Educating generation Z (Unit 9), The social media generation (Unit 14), Who do you look up to? (Unit 16)
VOCABULARY	Expressions, nouns and adverbs.
WRITING	Students write a summary of a story.
SPEAKING	Students talk about their preferences and ask follow-up questions.

BACKGROUND INFORMATION

The introduction on the worksheet gives the context of the extract. Lucy Maud Montgomery (1874–1942), was a Canadian author, best known for a series of novels which began in 1908 with *Anne of Green Gables*. Montgomery published 20 novels, as well as over 500 short stories and poems and 30 essays. Her novels are mostly set in Prince Edward Island, Canada's smallest province. The novels have been very popular with readers since they first appeared and have recently gained readers of a new generation due to the Netflix series *Anne with an E*.

WARMER

Focus on the photograph. What are the people in the picture talking about? Where are they? (*Answer: probably a library*) If their conversation is connected to books, what do you think they are saying? Elicit suggestions about what kinds of things people talk about when they talk about books – the story, characters, language, etc.

ABOUT YOU

The questions focus on the topic of stories. Begin by eliciting the idea that there are many different types of story we tell or hear depending on the situation, from books and TV series to when we tell people about what we did at the weekend, or describe what happened in a football match. Lies, jokes and memories are other types of story.

- 1 They are friends, probably about the same age and it seems to be a close relationship (Anne chooses Diana to read her book before it is published, which suggests she trusts her). Anne also says she could never change Diana's name and this implies they have known each other for a long time. However, we also notice that Diana seems a bit in awe of Anne, even to the extent that she assumes Anne knows better than her ('probably Anne knew best'). It could be an interesting subject to comment on with the whole class – the difference between a friendship of 'equals' and a friendship where one person looks up to the other.

2

Suggested answers

- 1 Finding a plot for her character, Averil, seems to have been the main challenge.
- 2 As we are not given a specific answer to this question in the text, students can speculate or comment on suggestions, such as the possibility that having the names means she can 'see' them, that the names bring them to life or possibly that their names create their personalities.
- 3 We are told she is 'in pursuit of fame' – she wants to be famous, rather than make money, although this is what Diana assumes – 'how much do you suppose you'll get for it?'. A follow-up question could be whether Anne's attitude might change in the future – and what in the text suggests she could become more interested in the financial aspect of writing (*Answer: 'her literary dreams were as yet not influenced by financial considerations.'*).
- 4 Elicit the facts we have about the book – it has a main character, it has a plot that suits the character (we don't know what it is), Anne has names for all the characters and she doesn't know if the ending will be happy or sad. Ask whether students think she really has the story in her head, or is she just enjoying the idea of writing a story? If you don't know the ending, does it matter? After discussing these ideas, take a class vote on who thinks the book is real, and who thinks it's in Anne's imagination.

VOCABULARY

3

Answers

- 1 wistfully
- 2 all ears
- 3 store
- 4 relics (*aristocratic not used*)

4

Answers

- 1 ... looked at me doubtfully (that) ...
- 2 ... in pursuit of fame (in the future).
- 3 ... weekend trip was thought out ...
- 4 ... being aristocratic / her aristocratic background/ origins/class ...

WRITING

5

Work through the task notes on the worksheet with the students and check everyone understands the task. With the whole class, discuss what makes a good summary. Try to direct attention to the idea of 'primary' and 'secondary' information/details. This can be quite challenging, so give some examples – compare 'Romeo and Juliet were in love' to 'Romeo and Juliet, who lived in Verona, and were young and really nice, were in love'. You could also use peer editing, where students review and give feedback on another student's writing. The task is intended to be motivating, as students can choose a plot they know and like, including a video game. Ideally, this would be set as homework and the final plots could also be combined as a class magazine.

SPEAKING

- 6 This activity is an opportunity to develop students' ability to ask further questions. The questions can be answered with a simple preference. But before they begin the activity, work with the whole class and brainstorm the ways we ask people for more information. Put a question like 'Do you prefer cats or dogs?' or 'Do you prefer the seaside or mountains?' on the board. Elicit examples of follow-up questions/ comments like 'Really? Why?', 'That's interesting, could you tell me why?', 'I'd be interested to know more about that', etc. As they discuss the questions, encourage students to use these follow-ups.

MIXED ABILITY

A further activity is working in a group to create a plot for a story. Combine stronger and weaker students, giving the latter the task of choosing the names for the characters. The activity can be done by allocating each group a specific literary genre – science fiction, historical, romance, mystery, etc., and get students to imagine a plot. The whole group works on the plot, but the weaker students are responsible for the names.