

TEXT	ANNE OF AVONLEA (1909)
AUTHOR	Lucy Maud Montgomery
THEMES	Teen Fiction (Unit 7), Accident and Emergency (Unit 14), Telling the Truth (Unit 15)
VOCABULARY	People's moods, classrooms.
WRITING	Students write a diary/journal entry.
SPEAKING	Students rank a list of dangers, individually and as a group.

BACKGROUND INFORMATION

Lucy Maud Montgomery (1874–1942), was a Canadian author who is best known for a series of novels which began in 1908 with *Anne of Green Gables*. The book was a great success. The central character, Anne Shirley, is an orphaned girl who, in *Anne of Avonlea*, becomes a dedicated school teacher.

Montgomery published 20 novels as well as 530 short stories, 500 poems, and 30 essays. Her novels are mostly set in Prince Edward Island, Canada's smallest province.

WARMER

Draw students' attention to the picture of an old classroom or search some other images online. Ask students to describe what they see and comment on how the classroom they see is different from the ones they are used to.

ABOUT YOU

The questions introduce some of the themes of the extract.

Although talking about moods is a personal topic, it produces a lot of useful language, as students talk about how people feel and behave. It's a good idea to tell students to talk about family and friends rather than oneself or classmates. You could also introduce the topic of how important it is to laugh at yourself when you realise you are in a bad mood.

Go through the introduction and set the scene. Remind students of the classroom image(s) they looked at earlier.

- 1 Check that students understand the question and ask them to read the text. Anne uses a 'sharper tone,' she tells Barbara off when she falls over and she orders Joe to throw the parcel in the fire. Anne is behaving in a way the students are not used to.

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Suggested answers

- 1 The squeaky noise of pencils, the cold, smoke and fire probably and the fact the children are huddled together, rather than being at their seats. Also, Barbara falling over the coal box, St. Clair arriving late and then passing the parcel of cakes and Joe not doing what he is told immediately.
- 2 Anne knew cakes were being made and sold by old Mrs. Sloane as a way of making some money, so she thought St. Clair had bought a bag of them to share with his friends. Or maybe she thought he bought them for Joe.
- 3 Either he is afraid to argue with Anne or it is possible that he doesn't know what is in the parcel.
- 4 They are both examples of things that explode and create panic due to the noise and fire they produce.
- 5 Ask for suggestions. Perhaps Anne gets into trouble or someone will get hurt.

VOCABULARY

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Answers

- 1 squeak
- 2 disaster
- 3 huddling or huddled
- 4 heartbroken

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Answers

- 1 aisle
- 2 sharper tone
- 3 jump to a conclusion
- 4 meekly

WRITING

- 5 With the whole class, elicit the typical characteristics of a diary/journal text, such as first person narrative, description of things that the narrator saw or felt, comments about what happened, personal feelings (as this is not a text for others to read). Tell students to imagine they were in the classroom that day and think about the important things/events they want to describe.

MIXED ABILITY

As the diary entry is a chronological narrative, you can provide two different frameworks for writing. The easier framework is the order in which things happened, in other words, a linear narrative. The harder framework is to move backwards and forwards within the narrative order. For the latter, explain to students that they should begin near the end (when Joe is confronted by Anne, for example) then go back to the beginning, describe the day and then finish with the fireworks going off.

SPEAKING

- 6 Explain how a ranking activity works. Check students understand the list and help them with any unfamiliar vocabulary. If you think more criteria are needed, you can specify *most/least likely to cause injury or accidents*. First of all, students work alone and rank the options from 1-10. This is important, as it avoids everyone immediately agreeing with the strongest personalities. Then they work as a group and negotiate a new order, explaining their reasons. Each group can then explain their ranking to the whole class. Stress that students should talk about their ideas, even if the other group members don't agree with them. This activity works best if everyone feels free to explain and defend their ideas. If more assertive students insist on their choices, others can feel intimidated and remain silent. It's important to monitor the groups and encourage students to explore their opinions.