

TEXT	MY YOUNG DAYS (1872)
AUTHOR	Anonymous
THEMES	Family Matters (unit 3)
VOCABULARY	Family and ancestors, homes and houses, memories.
WRITING	Students write rules for board games.
SPEAKING	Students express preferences when given different hypothetical options.

### BACKGROUND INFORMATION

Very little is known about the author of *My Young Days*, which was published in 1872. It was not unusual to publish anonymously at that time. However, we do not know if this was for personal reasons or simply a way to make the book seem more mysterious. The book is still in print, as it is a very readable, sensitive and enjoyable account of a girl's childhood and the circumstances surrounding her upbringing.

### WARMER

Ask students to suggest a date for picture on the worksheet (approximately 1870). Select some of their suggestions, write them on the board and get the class to vote and see who was closest to the date. Ask students to talk about what makes this a scene from the past. Suggestions might include the clothes they are wearing, and the kind of food they are eating. Ask students whether they think this scene is appealing.

### ABOUT YOU

The questions introduce some of the themes of the extract.

You could bring some photos in and tell students about your relatives, where they lived, what they did, etc. The questions should encourage students to think about personal reflections and anecdotes. Get students to work in groups and monitor their conversations. Ask some students to share their stories with the whole class, if appropriate. Take a quick survey of how many people have moved house in their lives. Then ask whether they are happy about it.

Go through the introduction and explain that we don't know who wrote the story. Then ask students whether we enjoy a story more if we know who wrote it.

- 1 Sissy seems to have loved and admired her father, enjoyed spending time with him and recognizes that he wanted to help other people.

### 2

#### Suggested answers

- 1 They probably disapproved of the marriage, perhaps they were an important family. We learn that the grandfather is not around any longer (probably dead?) and that the grandmother sent nice presents.
- 2 As he was a doctor, it's very likely he was called away to patients unexpectedly.
- 3 Ask for suggestions. Perhaps her parents died, or went abroad and she had to stay there; or maybe there was no money and her parents couldn't keep the children.
- 4 She had a very good relationship with him. Despite their age and physical differences, they enjoyed being together.
- 5 Ask for suggestions. Ask students what they think will happen in the story.

### VOCABULARY

### 3

#### Answers

- 1 e
- 2 d
- 3 a
- 4 b
- 5 c

### 4

#### Answers

- 1 summoned
- 2 determined
- 3 delicate
- 4 peculiar

### WRITING

- 5 Rules for games are often hard to write, as they are a form of expository text that students probably have very little experience of using. They combine modal verbs, imperatives, impersonal forms, conditionals and linkers. Begin by taking a very simple game, for example, noughts and crosses, and write out a set of rules with the whole class before they attempt their own writing.

#### Example:

The rules for playing noughts and crosses are very simple. Each player takes it in turn to place their X or O into one of the empty squares. To win the game you must get three of your symbols in a line horizontally, vertically or diagonally.

For the first game, X begins. In games that follow the winner of the previous game takes the first go. If there is no winner, play another game.

## SPEAKING

- 6 You might want to revise conditionals with adjectives and modifiers – *much/ a lot / far less* etc., as well as some functions (*In my opinion / from my point of view / I see what you mean but ... / I totally agree*, etc.) This can be an open discussion, but another option is to assign a point of view which the students have to argue for, even if they don't believe it. Even-numbered groups are ideal for this – designate A's and B's and then tell them which point of view they have to defend.

### MIXED ABILITY

In each group, assign one or two of the stronger students to make notes based on what each group member say.

When sharing with the whole class, ask those students to briefly summarize what their group thought about a specific question and then ask for further comments from the class.

This added responsibility will give students extra motivation and also help produce further discussion.