Someone Else’s Watch

Longteng English Reader
Book 3, Lesson 2

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Text type: chronological order

Level of difficulty: intermediate

Model of writing: chronological narration, spatial narration, expository

Teaching focus: transitions related to time sequence, spatial order, and numeration of argumentation
Introduction

1. A combination of chronological and spatial narrations
2. The development of the main story is structured around the process of time.
3. A short description of objects, which contains spatial narrations
4. The topic itself stirs discussion about legitimacy of “Finders Keepers,” which makes a good example of expository writing
Lesson Plan

I. Raising Students’ Awareness
   — to direct students’ attention to the use of proper transitions in preserving a smooth flow of thoughts

II. Presenting the Text
   — to ask students to decompose the story into flow charts and to retell the story based on the flow charts

III. Bridging Practice to Writing
   — to give students more chances to practice writing

IV. Students’ Works
   — to demonstrate what is done by students
I. Raising Students’ Awareness

Activity focus:
*To pinpoint the important role played by transitions*

Manipulation:
*To omit transitions in the story, producing a text lacking in smoothness of flow of thought*
I. Raising Students’ Awareness

Directions:

The teacher:
(1) Prepares a text with transitions omitted
(2) Divides the class into groups and distributes the text to each group

The students:
(1) Pinpoint what is wrong with the text
(2) Add whatever they think will work to the text to make it sound better
(3) Compare their revised text with the original text
(4) Circle the transitions used in the original text
Narration without transitions:

A.
Cerita was about to go home after work. Cerita found a beautiful watch. She turned the watch over in her hand. She turned to see if anyone was looking. She slipped the watch into her coat pocket. She hurried out of the building.
B.
She was at home and she looked at the watch for a long time.
She tried it on.
She heard a loud ticking sound.
She took off the watch and put it in her dresser.
She went to sleep.
She heard a louder ticking sound.
C.
It was Saturday.
She got up early in the morning.
She got dressed. She slipped the watch on.
She went out on her bicycle.
She headed downtown to do some shopping.
D.
She went to the first shop.
The salesman showed her some rings.
The salesman said, “This one would go well with your watch. See how attractive it would be…….”
She was surprised by what the salesman had said.
She dropped the ring and looked at the watch.
She was in a hurry to leave the house.
In another shop a man asked her the time. She jumped. She said, “I don’t know.” She heard the ticking again. She told him the time and her voice shook.
F. She took the quick way home.
The watch felt heavy.
Her head ached.
“I’ll take it off for a while,” she told herself.
“I’ll wear it later when I go out again.”
At night, she went to the movies with a friend. It was hard to hear the movie. Her watch ticked so loudly. She muttered an excuse to her friend and went home early. She put the watch in her closet. Its noise followed her to bed. She was convinced that she was wrong to have kept the watch. She didn’t sleep well at all.
It was Sunday.
In the morning, she didn’t take the watch out.
She didn’t wear it all day.
She couldn’t wait for Monday.
I.
It was Monday.
She put the watch in a box and took it to work.
She said, “Someone lost a watch. It was on the floor near this table.”
A woman came up.
The woman said, “Was it an old watch, with the letters HGB on one side?”
Cerita said, “Yes.”
The woman said it was her mother’s.
The woman took the watch from Cerita and put it on.
“Thank you so much!” the woman said.
The woman’s voice was happy and her eyes were smiling.
Cerita didn’t say much.
It hurt to give back the watch.
Now she didn’t have to listen to it ticking anymore.
The noise had vanished.
The students:

(1) Pinpoint what is wrong with the text
(2) Add whatever they think will work to the text to make it sound better
(3) Compare their revised text with the original text
(4) Circle the transitions used in the original text
II. Introducing the Text

Directions:

The teacher:
(1) Prepares a flow chart and distributes it to Ss.

The students:
(1) Fill in the flow chart with the development of the story.
(2) Rewrite the story based on the chart without referring to the original text.
The Flow Chart for Story Summary

When?
Friday afternoon, after work

Where?
In the office

What happened?

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What did Cerita have in mind?

When?
Friday night

Where?
At home

What happened?

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What did Cerita have in mind?
When?  
Saturday night

Where?  
At the movie theater

What happened?

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What did Cerita have in mind?

When?  
Saturday morning

Where?  
Out shopping

What happened?

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What did Cerita have in mind?
When?
Saturday night

Where?
At home

What happened?

What did Cerita have in mind?

When?
Sunday

Where?

What happened?

What did Cerita have in mind?
When?
*Monday*

Where?
*At the office*

What happened?

What did Cerita have in mind?
III. Bridging Practice to Writing

Activity focus:

*To give students more chances to practice writing*

Types of writing:

A. **Narration based on chronological order**
   1. Flow chart for a story
   2. Cerita’s diary

B. **Expository**
1. Finish the charts and write a story based on them

When: Where: What happened?

When: Where: What happened?

When: Where: What happened?
2. Cerita’s Diary: Ss record what happened in the story from Cerita’s perspective

**Friday**

Dear Diary,

Guess what I found today at the office? ________________

____________________________

____________________________

____________________________

____________________________

____________________________

Your best friend,

Cerita

**Saturday**

Dear Diary,

It’s funny that I couldn’t fall asleep last night. It seemed I heard a loud noise from my dresser. ________________

____________________________

____________________________

____________________________

____________________________

____________________________

Your best friend,

Cerita
Sunday

Dear Diary,
Now I know why I can’t sleep well at night. It is the watch! I don’t think I should keep it to myself.________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Yours truly,
Cerita

Monday

Dear Diary,
Today I did something that made my feel so good the whole day. I returned the watch to its owner.________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Yours sincerely,
Cerita
Expository Writing

- Students are to express opinions whether they are for or against the statement “Finders keepers.”
- The teacher may explain how to develop ideas before Ss start to write.

Benefits:
1. Ss learn to present argumentation in a logical way.
2. It saves time on teachers’ part to correct students’ work
On “Finders Keepers”

**Paragraph I:**
For or against “Finders keepers”
Reason 1;
Reason 2;
Reason 3

**Paragraph II:**
Personal experience
Who lost what? When did it happen? What happened then?
Transitions:

To numerate points

- To begin with, first of all, first and foremost, for one thing……
- Besides, in addition, second, secondly, for another……
- What’s more, moreover, furthermore, third, thirdly……
- Last, last but not least, finally……
Time sequential phrases:

- One day, on that day......
- Then, after that, later that day, afterwards......
- On the next day, on the following day......
- Two weeks later, during that period of time, at the same time, meanwhile......
Tips to describe a past event

- Use past tense
- What happened?
- Where did it take place?
- Who was involved?
- What was the consequence?
- Did anything happen later?
On “Finders keepers”

Paragraph 1:
For or against “finders keepers”
Reason 1…;
Reason 2…;
Reason 3….

Paragraph 2:
Personal experience
Who lost what?
When and where did it happen?
What happened then?
Paragraph 1

I don’t agree when people say that “finders keepers”. My reasons are as follows.

To begin with, ..... Besides, ..... Moreover, ..... What’s more, .....
Similar expressions:

The following are my reasons.
I have my reasons.
The following explains why I think so.
Let me explain why I think so.
To numerate points:

1. To begin with, first of all, firstly, first, for one thing, first and foremost,
2. Besides, in addition, second, secondly, for another
3. What’s more, moreover, furthermore, third, thirdly,
4. Last, last but not least, finally,
Possible reasons:

- It contradicts with the education I have.
- It’s immoral.
- One may get conscience-smitten.
- Don’t do to others what you don’t want others to do to you.
Paragraph 1 further developed:

I don’t agree when people say that “Finders keepers.” The following are my reasons. / First and foremost, it totally contradicts the education I have. (supporting sentences) / Besides, it’s immoral to possess things that do not belong to us. (supporting sentences) / Furthermore, we may get conscience-smitten for this. (supporting sentences) / What’s more, don’t do to others what we don’t want others to do to us. (supporting sentences)
I once lost a very special watch on my way home from school. I guessed I lost it on the bus. (Describe how special it was.) That’s why I felt so sad and depressed when I found that it was gone. (Describe what you did to try to relocate it.) (Talk about what happened in the end.) This experience of mine made me more firmly believe that finders shall not be keepers.
It was a birthday present for my 10th birthday from my grandmother. It may not be valuable or beautiful to anyone, but it meant a lot to me. After all, it was my first watch, and it was the last present I got from my grandmother, who died two years later. So I treasured the watch very much, taking it as a reminder of my grandmother’s love and care for me.
Describe what you did to try to relocate it

I did what I could, trying to find my lost watch. I called the bus company to see if anyone found it and took it to the lost-and-found counter. I also posted a notice at the bus stop in the hope that the finder would see the note and returned my watch to me.
Talk about what happened in the end

Version A:
But all my efforts were just in vain. I never saw my watch again.

Version B:
Then one day, the bus company called, saying that they had my watch and that a young man gave it to them. Hearing this, I felt like in heaven. I was speechless with a heart filled with thankfulness and warmth.
IV. Students’ Works

Against “Finders Keepers”

I don’t agree when people say “Finders keepers.” The following are my reasons. **For one thing, it is against the education I have.** My parents taught me not to possess things that don’t belong to me. **For another, it is immoral.** Once we posses things that don’t belong to us, we are no better than a thief.

I **once** lost my lucky ring on my way to music class on campus. It was a birthday gift that my parents bought me in celebration for my 14th birthday. **It was not pretty or valuable to anyone, but it meant a lot to me.** I did all I could to look for it. I pasted a note on the bulletin board in hope that someone might turn it back to me. **After a depressing week,** I almost gave up. **All of a sudden,** school informed me that a young girl had turned my ring back. I was just like in heaven. I **couldn’t be more delightful.** With this experience, I firmly believe that finders shall not be keepers.
For “Finders Keepers”

I agree with “Finders keepers.” The following are my reasons. **First of all, what I happen to pick up is useful to me.** I can’t tell why I have no rights to possess it. What lies on the ground is free for everyone to take. Whether to send it to the police is one of the choices. I just make the opposite one. **Second, it is hard to find the owner.** The police station will be stuffed with lots of useless things; I bet lots of them must be old and dirty. **Plus, not every owner takes the missing things as treasure.** Furthermore, its’ not an illegal behavior. I don’t steal it. I just see it lying on the ground and take it with me.

**A week ago,** I saw a bear doll lying on the roadside **when I was on my way home.** I took a glance at it, yet I heard him cry. It’s no laughing matter! I firmly believe that he said he was homeless. His girl abandoned him. He needed a new warm home. I just couldn’t help but give him a hug. He was kind of dirty, but I could accept him. **Finally** I did what he demanded. We live happily **ever after.** That made me believe that finders could be keepers.