



Fabio was from Rome in Italy.

Last summer, he studied English in New York City.

He had a lot of friends in New York City,

but he really wanted an American girlfriend.

Fabio had a problem. He wanted to be big and strong,

but he was small and very thin.

One night he decided to go to a nightclub. At the club, he watched the people dancing

and then he noticed a nice young woman.

To his surprise, she smiled at him, walked across the room and asked him to dance.

Fabio loved dancing, but after dancing for 15 minutes, he fainted.

His friends carried him outside and were surprised to find

that he was wearing six sweaters under his jacket.

Poor Fabio

Worksheet

18

ACTIVITY

Groupwork: speaking, reading

AIM

To predict a story from pictures and to match lines of a story to pictures.

GRAMMAR AND FUNCTIONS

Past simple: regular verbs

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of three students and cut it up as indicated.

TIME

30 to 40 minutes

PROCEDURE

1. Ask the students to work in groups of three.
2. Give each group a copy of the picture story but do not give them the text yet. Explain that they are going to read the story, but before they do that, they should spend a few minutes in their groups looking at the picture story and trying to work out what is happening.
3. Now write the following verbs on the board. Ask the students to work in their groups and to decide which verbs they expect to see in the story. You may need to explain the meaning of some of them.

| | | | | | |
|--------------|---------------|--------------|---------------|----------------|---------------|
| <i>work</i> | <i>be</i> | <i>play</i> | <i>decide</i> | <i>receive</i> | <i>marry</i> |
| <i>smile</i> | <i>dance</i> | <i>study</i> | <i>watch</i> | <i>ask</i> | <i>die</i> |
| <i>want</i> | <i>walk</i> | <i>have</i> | <i>carry</i> | <i>open</i> | <i>finish</i> |
| <i>faint</i> | <i>notice</i> | <i>wear</i> | | | |
4. When the students have done that, work with the whole class and ask groups of students to take turns calling out the verbs they have chosen. Underline the verbs they call out and do not worry about whether they appear in the text of the story or not at this stage.
5. Elicit the past tense of the verbs you have underlined and pre-teach other words or expressions from the story if necessary.

6. Now the students are ready to read the story. Give each group a copy of the cut-up text and ask them to match one piece of text to each picture.
7. Check that they have put the story in the correct order and note how many verbs they had predicted correctly.

OPTION

Ask the students to work in their groups and to put the verbs from the story into three columns, according to the pronunciation of the *-ed* endings:

| /d/ | /id/ | /t/ |
|---------|---------|---------|
| studied | wanted | watched |
| carried | decided | walked |
| loved | fainted | asked |
| smiled | | noticed |
| | | danced |

FOLLOW-UP

1. You can use the cut-up text of the story to do a group dictation.
2. Ask the students to work in groups of up to 12 and give each student one part of the story in random order.
3. Now ask them to stand up and to form a line in the order of the story by saying their sentences aloud. They will need to repeat their own sentence several times and listen to the other students' sentences carefully.
4. When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.
5. Explain that each student is going to write the whole story. Each student dictates his/her own sentence to the rest of the group and answers questions about the spelling and punctuation of the sentence.
6. Ask the student with the first line to read it out loud for the rest of the group to write down. The students then take turns reading their sentences for the rest of the group to write down.
7. When they have finished, give out copies of the complete story so that the students can correct their own work.