



A group story

A line drawing of a dog barking with its mouth open and tongue out.	A black mask with white eye cutouts and a small smile.	ENJOY	A line drawing of a woman's face with a slight smile.
HURRY	A hand holding a lit fuse that is burning and smoking.	A thick, braided rope coiled into a circle.	A line drawing of a grand piano.
Two firefighters in gear, one holding a hose.	A series of animal paw prints leading across the ground.	A simple line drawing of a house with a chimney and windows.	HELP
A bundle of dynamite with a lit fuse and the word 'DYNAMITE' written on it.	FIND	Two champagne glasses on a tray, with bubbles rising from them.	A man in a suit singing into a microphone, with musical notes floating around him.
A line drawing of a man running quickly.	A diamond ring with a large, multi-faceted gemstone.	A line drawing of a horse standing and facing left.	CRASH



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Interaction

Group work

Aim

To practice telling a story using the past simple and past progressive tenses.

Time

15–20 minutes

Skills

Speaking

Grammar and functions

Review of verb tenses

Connectors

Vocabulary

General

Preparation

Photocopy and cut apart the cards. Make sure you have one complete set for each group of students in the class.

Procedure

- 1 Divide the class into groups of five.
- 2 Give a complete set of cards to each group and ask students to take four cards each.
- 3 Give them one or two minutes to familiarize themselves with the words and pictures on their cards. You might want to pre-teach the words below.
To growl – make a low, unfriendly sound (especially dogs).
A mask – a covering for the face.
Windy – an adjective to describe a road or way that is not straight.
A rope – a thick length of material used for tying things.
Animal print – the mark an animal makes in the ground with its feet.
Wood / Forest – an area with lots of trees.
- 4 Explain the task. In their groups, students should build up a story. All the students in the group should contribute to the story by using the words or pictures on their cards.
- 5 Remind students that the story should have a coherent sequence of events and that it should only end when the students have no cards left.
- 6 Set a time limit of ten minutes and ask students to start the activity.
- 7 Move around the room and give help as needed.
- 8 When the time is up, invite one member from each team to retell their story to the class.

Option

As a whole class activity, ask students to sit in a circle. Give one card to each student. Start telling a story and point to a student to continue. Go on doing so until all the students have contributed to the story, using their card to help them.

Additional ideas

After each group has finished its story, ask students to write down the main ideas of the story in a clear, coherent form.