

Story consequences – A holiday by Rick Geake

Age:	Teenagers/Adults
Level:	Pre-intermediate
Time:	40 minutes +
Objectives:	To practise telling a funny story; to recycle/use vocabulary in the context of a story (transport, accommodation, adjectives describing landmarks); to practise using narrative tenses; to use questions to ask about events in a story; to encourage a partner to continue speaking in a conversation
Key skills:	Speaking, reading
Materials:	One copy of the story sheet and questions sheet per student

Preparation

Cut each question sheet along the dotted line. Note that you will need a minimum of three players but five or more is better.

Procedure

This activity is an adaptation of the well-known game 'consequences'.

Lead-in (10 minutes approx.)

- Put students in pairs or small groups. Give each student a copy of the lead-in questions.
- Students discuss their answers. The objective here is for students to brainstorm (orally) vocabulary and ideas that they might use later. Questions also include some vocabulary that they may need to understand later (e.g. landmarks, souvenirs, sightseeing) so use this time to check understanding or pre-teach new words.

Main activity (20 minutes approx.)

- Give each player a copy of the story sheet. To begin, tell students to complete section 1 only with their own ideas but in keeping with the prompts in brackets below each gap. Tell students to keep their ideas secret.

Notes on the activity

- The basic story structure has been written out but with blank spaces for the students to fill with their own ideas. Underneath each blank space, in brackets, is the type of word or phrase that the student must write.
 - You will need to monitor this activity closely throughout, ensuring that students understand what they are supposed to do. Some students will complete their section quicker than others and might want move on to the next paper. It's better to ensure everyone is writing the same section at the same time to avoid confusion.
 - Encourage students to be creative and write more than the minimum. Sometimes, there are examples given in the brackets beneath – make sure students put their own ideas and **not** these ones.
 - Sometimes a sentence runs on to the next section and is for the next student to complete.
- When everybody has finished writing their ideas in the gaps, tell them to **fold the paper backwards** along the line that separates section 1 and section 2 so that now, they can't see what they've just written and section 2 appears at the top.
 - Tell everyone to pass their paper to the left (or right but be consistent throughout) so now, each student is looking at section 2 of someone else's story.
 - Tell students **not to look at the folded away text** but to continue with their own story idea, filling in **section 2 only**.
 - When everybody has finished section 2, tell them all to fold and pass the paper to the next student (so the stories are being rotated round the group of players).
 - Repeat this process until all the lines have been completed and then pass one final time.
 - Now, tell the students to unfold the paper they have and silently read the story.

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After-story questions – choose one option (5 minutes approx. for 2 stories)

Option 1

Students simply read their story out in pairs or to the whole class.

Option 2

Put students in pairs. Student A asks the story questions provided on the questions sheet (the second set) and student B answers by referring to the story that they have. They then swap roles so B asks A. After they've finished, you can repeat this process by getting pairs to swap their two stories with another pair.

Option 3

As with option 2 but students read and try to memorize the key details of the story first. Then, A asks B the questions, with B answering from memory and vice-versa.

Option 4

Students memorize as much of the story as possible, then tell it like an anecdote to another student. Here, there is the opportunity to teach and practise language for reacting to what your conversational partner has said and encouraging them to continue – e.g. 'Really?', 'Then what happened?'; 'Why did ...?' etc.

Optional extension activities

- After listening to their partner's story, students draw pictures of the three key events of the story they've just heard, like a short comic strip.
- Cut up each story along the folded lines. Give each student a cut up story and they have to put it back into the correct order.
- Students have to correct errors in their stories, e.g. tense, spelling, use of articles, punctuation ...
- As a class, students vote for the best, funniest, most ridiculous, most imaginative story. This offers a chance to practice comparative and superlative language.
- Students rewrite their story in full (from memory so as not to simply copy it), adding extra details to each section to make it more interesting.

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1. Last year, I went to _____ by _____ .
(place – city/country) (type of transport)

2. It was _____ and it had _____
(adjective for the vehicle) (noun – things on the vehicle: wheels, wings ,etc)
_____ and _____ .
(another noun) (another noun)

3. The journey took _____ because it went/flew/sailed
(period of time)
very fast/slowly.

4. When I arrived at my _____, I met _____
(type of accommodation) (student's name)
who was _____ .
(activity – verb -ing)

5. Then, we went to see _____ and _____ .
(famous monument/landmark) (another famous monument/landmark)

6. We thought they were _____ and _____ .
(adjective for the monuments/landmarks) (another adjective)

7. Next, we bought some _____ and had _____ in
(type of souvenir) (food/drink)

8. _____ . In the end, we came home by _____ .
(place) (type of transport)

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Lead-in questions

Discuss these questions in pairs or small groups.

1. How many different types of transport can you name? Which is the most unusual you can think of?
2. What are the different parts of a car, plane, boat and bike? E.g. *wheels*
3. How many different types of accommodation can you name? E.g. *hotel*
4. Can you name some famous monuments or landmarks? E.g. *the Eiffel Tower, Niagara Falls*
5. What are some typical holiday destinations for tourists?
6. What's your ideal holiday destination? Why?
7. What's the longest journey you've ever taken?
8. Do you buy souvenirs from the places you visit? What kind of souvenirs?



Story questions

Ask and answer the following questions in pairs after you've finished the stories.

1. Where did you go last year? How did you get there?
2. What was the plane/coach, etc like?
3. How long did it take? Why?
4. When you arrived, who did you meet? What was he/she doing?
5. What sightseeing did you do?
6. What were the tourist sites like?
7. What did you buy? What did you eat?
8. Where did you eat? How did you come home?