

Story consequences – A day out by Rick Geake

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| Age: | Teenagers/Adults |
| Level: | Elementary |
| Time: | 40 minutes + |
| Objectives: | To practise telling a funny story; to recycle/use vocabulary in the context of a story (pastimes, transport, adjectives to describe a day out); to practise using narrative tenses; to use questions to ask about events in a story; to practise encouraging a conversational partner to continue speaking |
| 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. transport) 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?' 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. One day, _____ went to _____ .
(student's name) (place)

2. While he/she was there, he/she met _____ .
(another student's name)

3. _____ said, _____ .
(first student's name) (quote)
and _____ replied, _____ .
(second student's name) (quote)

4. While they were talking, they saw _____ .
(famous person or another student)

5. Then, they went by _____ to _____ .
(type of transport) (place)

6. because they wanted to _____ .
(reason – verb infinitive)

7. They thought it was _____ .
(adjective for the activity)

8. At the end of the day, they _____ .
(activity – verb past simple)

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Lead-in questions

Discuss these questions in pairs or small groups.

1. Where do people go in their free time? E.g. *the park, the cinema, London*
2. What different activities do people do in their free time? E.g. *play football, go shopping, watch sport*
3. How many different types of transport can you name? E.g. *car*
4. Where do you go in your free time?
5. When did you last visit a place for a day?
6. Why did you go there?
7. How did you travel there?
8. Did you enjoy it?

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Story questions

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

1. Who is your story about? Where did the person go?
2. Who did he/she meet?
3. What did the first person say? What did the other person reply?
4. Who did they see while they were talking?
5. Where did they go next? How did they get there?
6. Why did they do that?
7. Did they enjoy it?
8. What did they do at the end of the day?