



Once upon a time ...

see	burn
wear	hope
kill	divorce
hear	eat
watch	begin
like	help
prepare	push
vomit	appear
drink	cook
need	fly
capture	sleep
jump	come
love	get married
run	answer
dance	speak
hit	carry
go	fall
escape	hate
want	open

Unit 11B



Teacher's Notes

Once upon a time ...

Interaction

Whole class

Aim

To practice describing a sequence of events in the past.

Time

15–20 minutes

Skills

Speaking
Listening

Grammar and functions

Past simple
Connectives

Vocabulary

Review of words from units 1–11

Preparation

Photocopy and cut apart the verb cards. Make sure you have one card for each student in the class. If you have more than 38 students, make an extra copy of the worksheet and give repeat cards to the additional students.

Procedure

- 1 Introduce the topic by asking the students if they remember some of the stories they were told by their mothers when they were young. Choose one of those stories, e.g. *Little Red Riding Hood*. Ask students if they remember the whole story.
- 2 Start telling that story and invite individual students to continue, e.g.
Teacher: Once upon a time, a little girl was walking along in the forest. She was carrying a basket of food for her grandmother.
Student A: There was a wolf in the forest, waiting for her.
Student B: He wanted to eat Little Red Riding Hood.
Continue like this until students understand the concept of creating a story, one sentence at a time.
- 3 Give each student a cue card and explain the activity. You are going to start telling a story and each student will add one or two sentences to it. Remind them that their sentences should include the verb on their card and that the story should be told in the past tense.
- 4 Start telling a story by saying *Once upon a time there was a ____*. (Insert an interesting noun here.) Have a student continue the story. This student should use the past tense form of the verb on his / her card to make the sentence. The story you create as a class can be absurd, it doesn't have to follow a known fairytale storyline. If the student you call on can't think of a semi-appropriate sentence, ask another student to contribute.
- 5 Continue creating a story until all students have contributed.

Additional ideas

Ask students to form groups of four. Distribute cards and ask groups to write a mini-story with four to eight of the cards they've been given.