



One morning, Sam Jones telephoned his boss at the bank.



"I'll be late; I have to go to the dentist," he said.



His wife asked why he was whispering.



He didn't answer; he only said "Goodbye, dear."



He didn't go to the dentist.



He bought a one-way ticket to Bali, for 8:30 that evening.



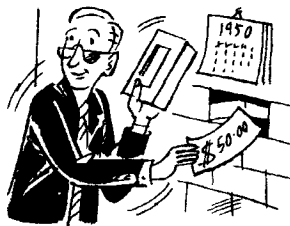
When he got to the bank, there was a party for him.



"I'm sorry your retirement pay is so small!" his boss said.



Sam wasn't worried: every week he'd hidden a \$50 bill.



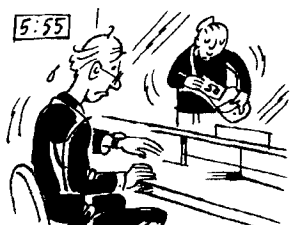
After the bank closed at 6 P.M., he was going to fill his briefcase.



At 5:50, Mrs. Lane came to make her weekly deposit.



"Do you believe in magic?" she asked him.



He didn't want to listen to her; he wanted to get his money and leave.



"Every week, \$50 comes out of the bookstore wall."



Magic Money Worksheet **6b**

NOTE: This activity is not linked to the activity on Worksheet 6a.

ACTIVITY

Groupwork: speaking, reading, writing

AIM

To put a story in the correct order by saying and listening to sentences.

To write the story down in a group dictation.

GRAMMAR AND FUNCTIONS

Past simple regular and irregular verbs

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of 14 students. Cut out the sentences as indicated.

Make one copy of the complete story on an overhead projector transparency (or one copy between three students if overhead projector facilities are not available).

TIME

45 minutes

PROCEDURE

1. Tell the students that they are going to read a story about a man called Sam Jones, but that the story is in 14 parts which aren't in order. They will have to put the sentences of the story in the correct order.
2. Divide the students into groups of 14 and give each group a set of cut up sentences, shuffled into random order. If the number of students in the class is not an exact multiple of 14, give one part of the story to a pair of students.
3. In their groups, each student takes one part of the story. If you have fewer than 14 students in the class or group, distribute the parts yourself and give some students two consecutive parts of the story. If you have students of mixed abilities, give shorter sentences to less confident students.
4. Tell the students that they are responsible for their own sentence for the rest of the activity.
5. Ask the students to read their own sentence and make sure they understand it.
6. Ask the students to practice saying their own sentence aloud and to memorize it. Go around helping them individually with pronunciation problems.
7. When the students have memorized their own sentence, tell them to stand up in their groups and to form a line in the order of the story by saying their sentences aloud. This stage of the activity may seem rather chaotic at first, but try not to intervene; one of the aims of this activity is for the students to repeat their sentence several times and listen to the other students' sentences carefully.
8. When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.
9. Explain that each student is going to write the whole story. Each student dictates his or her own sentence to the rest of the group, and answers questions about the spelling and punctuation of the sentence.
10. Ask the student with the first line to read it out for the rest of the group to write down. The students then take turns reading their sentences in order. The rest of the group writes them down.
11. When everybody has written down the complete story, give out copies of the complete worksheet (or display it on the overhead projector) so that the students can correct their own work.