

Story consequences – What I did during the holidays by Rick Geake

Age:	Teenagers/Adults
Level:	Upper intermediate
Time:	40 minutes +
Objectives:	To practise telling a funny story; to recycle/use vocabulary in the context of a story (transport, holiday activities, opinion and emotion adjectives, weather); 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 of the 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. hiking) 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. During the holidays, I went to _____ because _____.
(place – city/country) (reason)

2. I travelled there by _____, which took _____
(transport, e.g. car) (period of time)
so I _____ to pass the time.
(activity – verb past simple)

3. While on holiday, I met _____, who had been _____
(student/famous person) (verb -ing)
for _____.
(period of time)

4. We decided to _____ together, which was _____
(activity – verb infinitive) (adjective describing the activity)
I also met _____,
(student/famous person)

5. who I _____ with, which we both thought was _____.
(activity – verb past simple) (adjective describing the activity)

6. Generally, the weather was _____ so I spent a lot of time
(describe the weather)

7. _____ I am _____ to be back
(activity – verb -ing) (adjective – feeling)
at school now but/and

8. part of me wishes I was still in _____,
(place – city/country) (activity – verb -ing)

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Lead-in questions

Discuss these questions in pairs or small groups.

1. Name some typical holiday destinations (countries, cities, etc). Why are they popular?
2. What places would you like to visit? Why?
3. How many different types of transport can you think of? Which are the most unusual?
4. What do you do to pass the time on long journeys?
5. What typical activities do people do on holiday? Is there any activity you'd like to try?
E.g. *canoeing, golf, hiking*. Why?



Story questions

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

1. What did you do during the holidays? Why?
2. How did you get there? How long did it take? What did you do to pass the time on the journey?
3. Did you meet anyone? What had they been doing?
4. What did you both do together? How was it? Did you meet anyone else on your holiday?
5. What did you do together? How was it?
6. How was the weather during your holiday?
7. So what did you spend most of the time doing? How are you feeling now that you're back at school?
8. Would you rather be anywhere else doing something different?