



It was just after midnight on November 8th last year.



Ian Sharpe was driving home from work.



The road was clear and he was driving carefully.



Suddenly, a young girl stepped out in front of him.



She was wearing a light coloured raincoat and a red scarf.



Ian tried to stop but it was too late.



He got out and looked under the car but,



to his surprise, there was nothing there.



While he was looking under the car, he felt a cold wind



on his face and he shivered. Everything felt strange.



He was still looking under the car when a police car pulled up.



The police officers weren't surprised when Ian told them his story.



'A girl was killed in a car crash on this road in November 1965.



Since then several people have seen her ghost here.'

# Strange things happen... Worksheet 32

## 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 continuous with *while* and *when*

## VOCABULARY

General

## PREPARATION

Make one copy of the worksheet for every 14 students in the class and cut the sentences as indicated. Make one copy of the complete story on overhead projector transparency (or one photocopy for each pair of students if overhead projector facilities are not available).

## TIME

45 minutes

## PROCEDURE

- 1 Tell the students that they are going to read a strange story, 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, 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 practise saying the sentence aloud and to memorise it. Go round helping them individually with pronunciation problems.
- 7 When the students have memorised 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 as one of the aims of this activity is for 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 their own sentence to the rest of the group and answers questions about the spelling and punctuation of their 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 it in turns to read out their sentences in order for the rest of the group to write 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.