

It makes sense!

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

Activity type: Storytelling

Student grouping: Small groups of four students

Time: 25 minutes approx.

Skills practiced: Listening comprehension, phonetic and memory training, storytelling, production and accuracy

Materials needed: One copy of the Student A, B, C or D worksheets per group of four

Summary: This writing and speaking game stretches students' thinking skills and can be used as a review or to practise reading and listening comprehension.

class vote. (As an alternative, you could include several categories to vote on, such as 'most plausible' or 'funniest' or 'most creative'.)

Teaching notes

- In larger classes, the students could present their stories within their groups, rather than to the whole class.
- This game can be played as a review or to drill particular vocabulary; an optional blank version of the worksheet has been included for you to print out and write in your own questions.

Preparation

Explain to students that the aim of the game is to tell a meaningful story that makes sense, based on a random set of prompts.

Put students into groups of four (students A, B, C and D). Give each student a copy of their worksheet.

How to play the game

Ask students to read and follow the instructions on their worksheet. They should work individually to write full answers to each question.

When students have finished, collect in their worksheets and cut up the six story cards along the dotted lines, creating six piles of cards – a pile for question 1, and so on. Shuffle each pile, and then redistribute the cards so that each student gets a new, random set of questions 1–6.

Give the students 5–10 minutes to think about how to make a meaningful story out of the cards they've been given. Tell them they are free to add any information they need, but they cannot change anything on the cards they have got. This creates potentially amusing stories, while stretching the student's thinking skills.

Students should then present their stories to the class, and the best one wins. The winner can be decided either by the teacher, or through a

It makes sense!

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

Student A

Write about **your best holiday** by answering the questions below (make sure you include linkers, e.g. *first, then, besides, however, etc.*).

1. Where did you go?

2. When did you go there?

3. What did you do?

4. Who was with you?

5. What did you feel?

6. How did this experience finish?

It makes sense!

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

Student B

Write about **your worst holiday** by answering the questions below (make sure you include linkers, e.g. *first, then, besides, however, etc.*).

1. Where did you go?

2. When did you go there?

3. What did you do?

4. Who was with you?

5. What did you feel?

6. How did this experience finish?

It makes sense!

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

Student C

Write about a time you were really scared by answering the questions (make sure you include linkers, e.g. *first, then, besides, however, etc.*).

1. Where did you go?

2. When did you go there?

3. What did you do?

4. Who was with you?

5. What did you feel?

6. How did this experience finish?

It makes sense!

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

Student D

Write about **a time you felt really excited** by answering the questions (make sure you include linkers, e.g. *first, then, besides, however, etc.*).

1. Where did you go?

2. When did you go there?

3. What did you do?

4. Who was with you?

5. What did you feel?

6. How did this experience finish?

It makes sense!

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

Student _____

Write about _____ by answering the questions (make sure you include linkers, e.g. *first, then, besides, however*, etc).

1. Where did you go?

2. When did you go there?

3. What did you do?

4. Who was with you?

5. What did you feel?

6. How did this experience finish?