



Once upon a time there was a young princess called Princess Penny.

She didn't have any brothers and sisters, but she had a lot of pets.

Her parents, the king and queen, were unhappy because Princess Penny didn't have a husband.

But Princess Penny was happy living with her pets and she didn't want a husband.

One day, Prince Harry arrived at the palace.

He was good-looking, rich and he wasn't married.

The king and queen decided he was the perfect husband for their daughter.

But Princess Penny didn't like Prince Harry and she didn't want to leave her pets.

Then she had a good idea. Princesses usually change frogs into handsome princes,

but Princess Penny was different from other princesses, so she kissed Prince Harry

and a few seconds later, he was a big, green frog. Now she was happy

because she still didn't have a husband, and she had a nice new pet.

Princess Penny Worksheet **37**

ACTIVITY

Groupwork: speaking, reading, writing

AIM

To predict a story from pictures, to put the story in the correct order by saying and listening to sentences and to write the story down in a group dictation.

GRAMMAR AND FUNCTIONS

Past simple: *was/were, had*

Regular *-ed* endings

Negatives

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of three students and cut the worksheets in half to separate the pictures from the story. You will need one set of pictures for each group of three students - do not cut these up - and one set of sentences, cut up as indicated, for each group of 12 students. Keep the remainder of the sentence sets uncut for use as an answer key (see procedure point 13), or put the sentences on an overhead transparency.

TIME

50 to 60 minutes

PROCEDURE

- 1 Tell the students that they are going to read a story about Princess Penny and Prince Harry, but that before they do that, they are going to look at the pictures that illustrate the story.
- 2 Ask the students to work in groups of three and give each group a copy of the picture story, but do not give them the text yet.
- 3 While they are looking at the pictures, write the following sentences on the board or display them on an overhead projector:

*This is a modern story.
 Princess Penny was an old woman.
 She had a lot of brothers and sisters.
 She didn't like animals.
 Her parents were happy.
 Princess Penny was married.
 Princess Penny was unhappy.
 She wanted to have a husband.
 Prince Harry was married.
 The king and queen didn't want Prince Harry to marry their daughter.
 Princess Penny kissed Prince Harry because she liked him.*

- 4 Read out the sentences in turn and ask the students to look at the pictures and tell you whether the sentences are correct. You may like to do this with the whole class together, or ask the students to discuss the sentences in their groups first.
- 5 Now tell the students that they are going to read the story, but that it is in 12 parts which are not in order. They will have to put the sentences of the story in the correct order.
- 6 If there are more than 12 students in the class, divide them into groups of 12 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 12, give one part of the story to a pair of students.
- 7 In their groups, each student takes one part of the story. If you have fewer than 12 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.
- 8 Tell the students that they are responsible for their own sentence, or part sentence, for the rest of the activity. Ask the students to read their own sentence and make sure they understand it.

 Ask them to practise saying their own sentence aloud and to memorise it. Go round helping them individually with vocabulary and pronunciation problems. In particular, they will need help with sentence stress and the pronunciation of the weak form of *was*, /wəz/.
- 9 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 the students to repeat their sentence several times and listen to the other students' sentences carefully.
- 10 When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.
- 11 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.
- 12 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.
- 13 When everybody has finished, give out copies of the complete story (or display it on an overhead projector) so that the students can correct their own work.