

Communicative worksheet

Reacting to stories

1 Ask students to look at the first picture on the story worksheet. Ask:

Where is Paula?

What do you think happened to her?

Elicit ideas. Then ask students to look at the other pictures and describe what happened in their own words. Elicit any useful words or phrases, e.g.: *a tree fell on her car, the bus crashed into a lamppost.*

Alternative idea

Ask students in pairs to prepare the story of Paula's day.

2 Hand out the student cards. Ask students to form phrases with *How, What* or *That's/That was*. Tell them that sometimes it's possible to match two of the phrase starters with one word. Let students check answers in pairs before discussing as a class.

Possible answers

That's awful, awkward, embarrassing, lucky, odd, strange.

How awful, awkward, embarrassing, lucky, odd, strange.

What a nightmare!

What a disaster!

That was lucky.

That was good thinking.

That was a stroke of luck.

3 Ask pairs to choose roles and to prepare responses that they could use in their conversation.

With a strong class, ask students to improvise the conversation in pairs.

With a weaker class, ask students to work in pairs to prepare and write a conversation before acting out.

4 Ask some pairs to act out their improvised or prepared conversation for the class. To create a task for the class, write the following questions on the board and ask students to listen and find the answers:

1 What happened to Paula?

2 How does her husband react?

5 Personalise

Ask students to describe something disastrous that happened to them in the last week. The rest of the class must react to the news.

6 Writing

Ask students to write the story of Paula's disastrous return from work.