

Communicative worksheet

Stories from English history

Task type

Lecture and Q & A

Preparation

Before the class, photocopy the worksheet for each pair of students in your class. Photocopy and cut out the student card – one for each pair of students. Photocopy the three stories and cut them along the lines. You will need one story for each pair of students.

1 Lead in by writing *Stories from English History* on the board and eliciting any stories students know about, and can tell the class about.

2 Divide the class into pairs. Hand out one worksheet to each pair in the class. Hand out the student cards (but not the stories). Ask pairs to choose one of the picture stories. Make sure that all the stories are selected in equal number by pairs in the class. Hand out the true stories that match the picture stories selected by each pair.

3 Ask students to follow the instructions to prepare a historical lecture based on the true story, and to invent a believable alternative story based on the pictures. Explain that other students will be asked to decide which story is true.

Set a time limit (ten minutes) and monitor and help with ideas and vocabulary.

4 When students are ready, match each pair with another pair who have prepared lectures based on a different picture story. If you have an odd number of pairs, form one group of six.

Tell one pair in each group to read out their two lectures. Set a time limit of one or two minutes to make sure the lectures don't go on too long. At the end of each lecture, ask the other pair or pairs in the group to ask questions to seek clarification on information in the lecture. After hearing both lectures, they must decide which one was true.

The other pair then read out their lectures. Others in the group ask questions and guess which lecture is true.

Extra activity

Revise the language of prefacing a question and seeking clarification (*Life Advanced Student's Book* page 88), or prompt students to remember and use the language when asking questions.

During the lectures, note interesting comments, good uses of language and errors, which you could share with the class in a board feedback at the end.

5 End the lesson by asking students which historical lecture was most believable and which was most interesting.