Sequencing events

1 Complete sentences 1-6 using your own words.

1 After witnessing an incident of road rage, she ...
2 While carrying out his community service, he ...
3 Before meeting her client, the lawyer ...
4 On entering the courtroom, they ...
5 Having sued the company, they ...
6 After looking closely at the fingerprints, she ...

2 Funny story time! Read the three titles to funny stories about criminals and decide which one you'd like to write a story about.

Have you heard the story about the burglar that tried to steal all the modern gadgets from a house?

Have you heard the story about the burglar who was scared of dogs?

Have you heard the story about the eighty-five-year-old lady that scared off two young men who wanted to steal her purse?

When you've decided on a story, make sure you include the points below.

• list all the important information to include
• check that you know all the key vocabulary you want to use
• introduce the story
• keep the funny part until the very end
• include the structures; Having + past participle and After + present participle

Write your story using approximately 150-200 words.

3 In small groups take turns to read your story to each other. Whose was the funniest?
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**TEACHER’S NOTES:**

**Aim:** to provide further practice of sequencing devices and the can do statement; tell a funny story. This worksheet is designed to be used in conjunction with unit 9.1.

**Time:** 60 minutes

**Materials:** photocopies of the worksheet for each student

1. Get students to read the first half of the sentence which uses as sequencing device and then complete the second part in their own way. Monitor while they work to check that they are all writing grammatically correct sentences. Give students time to compare their sentences before eliciting some examples from the class.

   **Possible answers:**
   1. After witnessing an incident of road rage, she immediately went to the Police to report it.  
   2. While carrying out his community service, he had time to reflect and realise that there were much better things than a life of crime.  
   3. Before meeting her client, the lawyer found out as many facts about the case as possible.  
   4. On entering the courtroom, they felt a real atmosphere of anticipation.  
   5. Having sued the company, they at last felt they could start to rebuild their lives.  
   6. After looking closely at the fingerprints, she knew who the suspect was.

2. Students plan a funny story to write from the title prompts given. Tell students that the planning stage is important and they must follow the suggested tips carefully. Monitor them at this stage to see if anyone needs your help with vocabulary or grammar. Students then write their story.

3. Place the students in groups of three/four. Tell them to take turns to read the finished story out aloud to their group. At the end of the activity ask students to decide one the funniest story in their group and get that student to read their stories out aloud to the rest of the class.