

Cambridge English Workshop



**“TODAY I’M GOING TO TELL YOU A STORY
ABOUT...”**

**Developing storytelling at Movers and
Flyers**

October 18th 2012

16.00-18.00

ISIS Quarenghi Viale Europa 27 Bergamo

Gentili Docenti,

Siamo il **Centro Cambridge** per Bergamo e provincia per gli esami **Starters, Movers, Flyers, Key, Preliminary, First, Advanced, Proficiency, BEC, YLE e TKT**.

Collaboriamo da cinque anni con il **CRTDrills LINGUE Bergamo** per l'organizzazione di workshop mirati alla presentazione degli esami Cambridge, alla didattica e metodologia d'insegnamento delle lingue ed allo sviluppo dell'interculturalità a Bergamo ed in Lombardia.

Scegliere il nostro centro significa contribuire alla ricchezza del territorio bergamasco. Non solo perché Anderson House paga le tasse sul territorio bergamasco, ma perché realizza iniziative culturali volte a promuovere lo sviluppo delle competenze linguistiche.

Come contributo culturale, sponsorizziamo per il secondo anno i film in lingua originale presso il cinema **Conca Verde** insieme all'**Ufficio Scolastico** del **MIUR**, **CRTDrills LINGUE Bergamo** e la casa editrice **PEARSON LONGMAN**. Ne curiamo, inoltre, insieme alla PEARSON le presentazioni in lingua. Quest'anno, oltre ai film in inglese, abbiamo aggiunto film in lingua francese, tedesca e spagnola.

Abbiamo contribuito a fondare **SIETAR Italia** – l'Associazione per l'Educazione, la Formazione e la Ricerca in ambito Interculturale. SIETAR è il maggior network interdisciplinare a livello mondiale per professionisti, docenti e studenti che lavorano nel settore delle relazioni interculturali. Negli ultimi tre anni abbiamo presentato a Bergamo e Brescia cinque workshops. Vogliamo contribuire ad aiutare voi ed i vostri studenti a saper interagire meglio con le altre culture ed a saper accogliere le persone di altre culture nelle vostre classi, riconoscendo queste persone come una ricchezza ed un'apertura al mondo.

Siamo a vostra disposizione per qualsiasi aspetto riguardante gli **Esami Cambridge**. Potete farci visita presso la nostra sede a Curno – ampio parcheggio gratuito –, oppure richiedere una nostra visita. Siamo alla ricerca di scuole che possano ospitare gli esami Cambridge in Bergamo e provincia.

Durante gli orari d'ufficio il nostro team (lo scrivente, Antonella, Hianeya e Fina) è sempre a vostra disposizione. Informazioni relative alle date ed ai prezzi dei vari esami sono reperibili sul sito: www.cambridgeexams.it.

Cordiali saluti.



Peter Frederick Anderson
Centre Exams Manager



18th October 2012

BERGAMO



"Today I'm going to tell you a story about..."

Developing storytelling at Movers & Flyers

How can a story help language learning? Stories are one of mankind's oldest learning tools. How can teachers harness a capacity for storytelling and exploit them for second-language acquisition and learning? Stories are valuable sources both spoken and written text and this workshop aims to explore some of the ways stories can be used in today's English-language classroom.



Mark Murkin has been teaching English since 1998 and has acquired a vast experience in the teaching of English in the most diverse contexts. He is a Cambridge examiner and has an in-depth knowledge of the contents as well as the competences required to officially present seminars and workshops on the Cambridge exams. He is DELTA-qualified and Director of Studies at the Cambridge Centre in Modena where he is in charge of planning course content and of the individuals in their learning path. He is particularly interested in the lexical approach in second language acquisition, in the development of didactic materials, and how these influence the learning experience of students and their motivation. He is also responsible for teacher training and organizes monthly workshops and courses in preparation for the Cambridge TKT modules (Teaching Knowledge Test).

"Today I'm going to tell you a story about..."

Developing storytelling at Movers & Flyers

Mark S. Murkin

Preparation is vital in almost everything associated with language teaching. This is especially true of storytelling, although what you need to prepare and the ways in which you do it will change with experience.

The first thing you need to consider is your learners' familiarity with storytelling as an activity. Their level of familiarity will help you decide on the length of the activity and where to place the learning emphasis. Learners who have never taken part in storytelling activities should start with shorter activities as they will not be used to listening for longer stretches, or even to seeing their teacher do this kind of activity. They will benefit more from short stories

used together with a picture as a demonstration of certain lexical items, for example. The Cambridge English poster activities available on their teachers resources website are a good example of this.

Students with more experience with storytelling will be able to deal with longer story activities, both in terms of listening and managing related tasks. These stories can be more complex, moving from basic picture descriptions to complete narratives of linearly sequential events. A good example of this is the storytelling activity in Part 3 of the Movers and Flyers Speaking Test. See the sample tests available for free download on the Cambridge English website. As a teacher there are

many opportunities to use similar storytelling input as a teaching resource, rather than using it only as a way of testing speaking competence like in the exam.

Other important factors in preparation are the amount of time available, your chosen language focus and whether it is the first time students have seen/heard this language or not, what you want students to do with this language, the classroom resources you have available and lastly, yourself as a storyteller. Yes, you have to prepare yourself for storytelling! Do you know how to use your voice to best effect? Where will you sit in class while you tell a story? How will you use your body? Are you worried about your English?

These are not easy questions

to answer, but neither are they very hard. Let's think for a moment about our own preparation for telling stories.

Reading stories aloud can have some advantages:

- 1) You don't need to learn the stories;
- 2) You don't have to worry so much about the fluency of your English;
- 3) The students can see the value of books;
- 4) There might be pictures in the book you can use.

Telling stories, rather than reading them, also has advantages though:

- 1) The students see it as a special occasion;
- 2) It's easier to use mime to help students understand;
- 3) You can keep eye contact better;
- 4) It's easier to modify language spontaneously for the listeners.

If you feel that you have to learn a story before telling it, because you're convinced you have a dreadful memory, don't learn it word for word. This will take away many of the advantages of a natural sounding story. It would probably be better to read it in this case. However, you can try to learn the story as a set of images, or notes. You could even make some notes on small cards to help guide you through the story. You can keep them for the future too, or share them with a colleague.

It is essential to tell a story at the right time. No matter how skillful you are as a storyteller, if you try to tell it at the wrong moment, it won't be a success. This may be because something has happened to one or some of the students in a class

"Then said a teacher, Speak to us of Teaching."

And he said:

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge."

Kahlil Gibran

to upset them. It might be that on a particular day they are particularly tired, or excited. It may be that they are not ready for your story, which in reality, is a little too ambitious. One of the greatest risks in storytelling is to misread the situation and tell a story that isn't appropriate in that specific moment. You can tell the story perfectly, but it will not have the impact you desire!

One concrete way of getting students more focused to begin a storytelling activity is for you, the teacher, to adopt a set of behaviours that say, 'story time'. For example, always move your chair to a particular position and sit down, or play the same piece of music to calm the class down.

Thinking about correlated activities is another moment when teachers risk wanting to do too much and ruining the storytelling experience. However, if you do want to have activities connected to your stories, here are a few reasons for them:

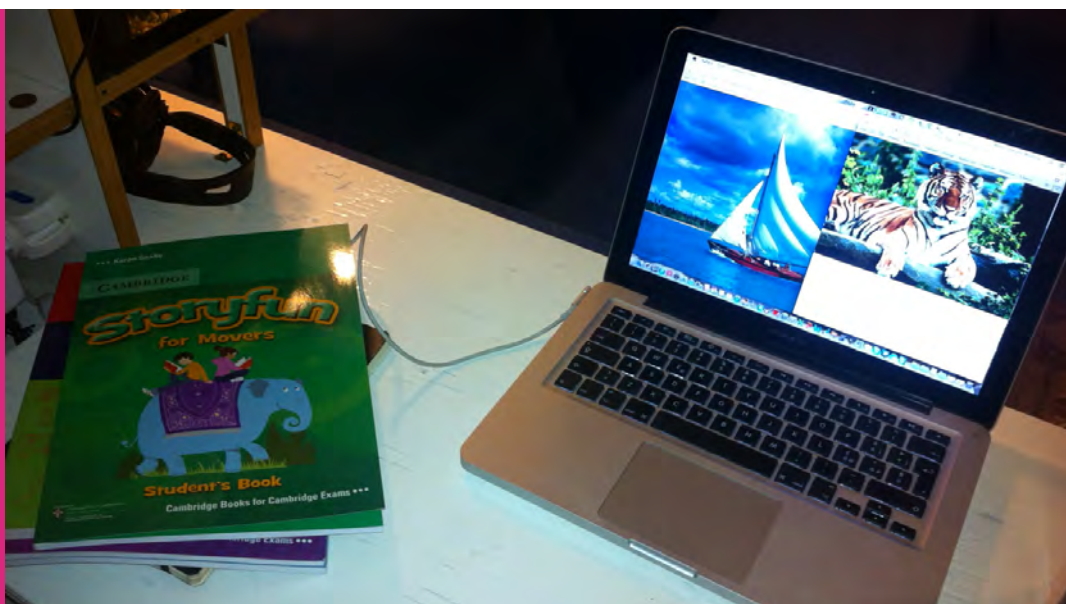
- 1) Finding out about comprehension;
- 2) developing predictive, gist and fluency skills;
- 3) engaging students with language;
- 4) testing their language;
- 5) keeping them busy!

Try to remember, though, that one of the best things to do with stories is to try and encourage young learners to develop their own storytelling and writing abilities.

Preparation

Careful preparation is important the first few times you tell storytelling, especially if you do not consider yourself to be a natural storyteller. The most important thing is to think very clearly about:

- 1) The language aims of the activity;
- 2) The position and function of the storytelling activity within the lesson framework;
- 3) Having an activity not requiring much preparation, too many materials and which is not hard to engage in and enjoy.



Language FOCUS Main curricula points within the CEFR

Mark Murkin

Starters

there is/are
present continuous
numbers
have got
prepositions of place

Movers

comparatives & superlatives
adjectives
quantifiers

Flyers

more complex sentences
relative clauses
in/with for possessions, hair type,
etc.



"Voice is, arguably, the teacher's strongest single tool, both in its use and in abstention from its use as in the Silent Way of teaching language."

"Good primary school foreign language learners will often hear and internally repeat snatches of the foreign language in their teacher's voice. Just as the mother provided the model from which the child 'invented/discovered' mother-tongue, so your voice in class offers the model from which your students concoct/create the foreign language."

Mario Rinvolucris

Skills FOCUS ALTE statements

Listening

ability to listen for general meaning
- not to be misled by distractors
ability to listen for detail - e.g.
spelling, numbers

Reading

understand familiar names, words
and very simple sentences

read very short simple texts and
find information I need in longer
texts such as simple messages,
stories or internet texts

Teaching grammar to young learners can seem like a hopeless task and, indeed it is as young learners (prepubescent children) generally do not have the mental faculties required for abstract reasoning and the analysis of grammatical structure.

This means that a teacher cannot decide to teach a group of 10 year olds the use of the Present continuous for 'about now' actions by writing the rules on the board and then giving them a gap-fill activity. These common activities are suitable for children who are entering, or have already entered into puberty and who have started undergoing the hormonal changes that effect the way the brain assimilates language.

A teacher of young learners needs to work with what their students can do; assimilate context, relate it to mental

imagery, develop a general sensitivity to patterns of language, recognise and reproduce individual or groups of sounds and memorise words that represent items they find interesting.

Stories provide a rich context for all of the above. However, what is extremely important is that the teacher gives students a realistic level of exposure to *natural* language, without avoiding *complex* structures, and accepts that rather than *learning* language young learners *acquire* it; they absorb it gradually, it might not always be in pristine condition and there will be considerable differences between learners, but eventually as older learners this naturally acquired language will provide a solid basis of improved pronunciation, sensitivity to longer more complex structures and greater fluency.



Cambridge English YLE

Starters, Movers and Flyers at A1 and A2 of the CEFR all have storytelling activities in the three parts of the test: reading and writing; listening; speaking.



Sample Story & Teaching Activities

Taken from IATEFL's Storytelling in ELT

The Fox and the Crow

An adaptation of Aesop's fable

Éva Benkő

One day, a fox saw a crow. The crow was sitting in a tree, eating some cheese.

"Hello, crow. Give me the cheese," said the fox.

"No!" said the crow. "I like cheese and I don't like you!" (*Read the part of the crow between clenched teeth to show that it is talking with a bit of cheese in its mouth.*) "Give me your cheese!" said the fox. "It smells great and I'm very hungry."

"No!" said the crow. "This is *my* cheese and you can't have it." (*Make appropriate noises, first to show the fox's disappointment and anger, then the process of his thinking and lastly a special sound to show it has an idea.*)

"Can you fly?" asked the fox.

"Of course I can," said the crow.

"No, you can't," said the fox.

"Yes, I can!!!"

(*This micro-dialogue can be repeated many times for fun.*)

"Fly then," said the fox.

"All right," said the crow. "Look." It flew round the tree.

(*Same noises as above*)

"Can you sing?" asked the fox.

"Of course I can," said the crow.

"No, you can't," said the fox.

"Yes, I can!!!"

(*This micro-dialogue can be repeated many times for fun.*)

"Sing then!" said the fox.

"All right," said the crow. "Listen." It opened its beak wide and sang. "La-la-la-la Oh, no! My cheese!"

"Ha-ha-ha-ha!" said the fox. "Thanks for the cheese. It's my favourite! Yummy-yummy!"

Teaching ideas

Age range	6–10 years
Level of English	Beginner
Language focus	Repeated language <i>my/your</i> , imperatives, <i>I like/don't like ...</i> , questions and short answers, <i>Yes, I can. No, you can't.</i> Functions Quarrelling, expressing hunger, asking for things, refusing, expressing likes/dislikes Pronunciation Intonation in yes/no questions
Educational ideas	Social focus Cheating and honesty, greed and envy, guarding one's belongings, refusing and sharing
Themes	Understanding personal motives in interactions
Teaching aids	A chair, a 'magic' bag with a piece of cheese, flashcards of cut-up story, blindfold, word and/or sentence cards (optional: different types of cheese and a video camera)

Introduction

Tasks should be carefully selected to suit the particular age group; for example, with younger children, more while-listening and oral tasks are needed.

Before telling

- Invite the children to sit around for story-time about animals. They should try and guess the main characters of the forthcoming story by asking questions: "Is there a ...?" "Are there any ...?" "Is it about a ...?"
- Ask the children to brainstorm animal stories about a fox and bird that they are already familiar with in their mother tongue. (Some possible answers are: *Chicken Licken*, *The Fox and the Stork*.)
- Show a magic bag to the children who try to guess what is inside (cheese). Then invite blindfolded children to smell and/or taste some cheese. They can say whether they like it or not. (e.g. "Hmm, I like it. Lovely!" "It smells great/horrible." "I don't like it.") If you have various types of cheese, they can also try to recognise each one. ("Yummy! It's It's my favourite.")
- Elicit the plot of the story in L1 and teach the English word *crow*.
- Invite the children to predict the words, phrases or sentences that they think will occur in the story. During the storytelling they can check their predictions.

During telling

- Introduce the story by acting it out. Jump on and off the chair, imitating being either the fox or the crow alternately while disguising your voice appropriately. The children will enjoy the performance and check their guesses.
- The children are involved in the storytelling by mirroring the teacher's gestures, reflecting the protagonists' feelings and providing relevant sound effects.
- In a second telling, ask the children to jump up and sit down when they hear certain words (e.g. *cheese*, *tree*, *fox*, *crow*). This activity can also be done as a team competition. Each team has a different set of words and the task is to guess the other team's words by the end of the 'jumping up' activity.
- Give out word or sentence cards to the children who should show them (i.e. put them up) when they hear those mentioned in the story.
- The children join in the story with simple words and phrases.
- Pretend that you have forgotten the story, thus inviting the children to complete the story orally. As a variation, pretend to be a little deaf so the children repeat and shout out the 'forgotten' parts several times.

After telling

Retelling

- Invite the class to comment on the plot and the message of the story, discussing the moral of the story and the related issues in the children's mother tongue.
- While retelling the story, make (funny) deliberate 'mistakes' that the children will definitely spot and correct happily.
- The children tell the story (mainly the dialogue) while the teacher mimes it.
- The teacher as the narrator and two groups (e.g. boys and girls) act out the story in roles: 'foxes' and 'crows'. The children will enjoy the quarrelling part very much!
- The teacher invites the children to brainstorm different endings to the story (e.g. The crow feels sorry for the hungry fox and offers half of the cheese to him.)
- Pairs or individuals are invited to act out the original or a slightly modified story for the others after a short 'private' rehearsal.
- If possible, a video recording can be made of the performances by the teacher (only if the actors want it). The class watch and enjoy the film.

Rewriting

- The children work in pairs. Each pair gets a set of the cut-up story to order the lines.
- In a shared rewriting, invite the children to think about possible changes to the original story. Using the children's contributions, write a shared version of the story on the board to raise the children's awareness of the writing process. The protagonists, the 'desired object' and the challenging actions can be changed.
- Pairs or groups are invited to write their own creative versions, using the structure of the story as a framework. Then the children role-read or act out their new stories.
- As homework, the children create their own individual stories, using other animals as protagonists. These stories can be word-processed, printed out and illustrated by the children. They should be displayed, read and commented by the whole class. Then the stories are compiled in a class-book. The most creative stories can be published in the English school magazine to be shown to a wider audience.
- The children can act out the best stories for other classes or for their parents.

Éva Benkő is a teacher trainer and mentor teacher with ten years' experience in primary education. She has an MEd in Primary Teacher Training (Leeds University) and is currently involved in in-service teacher training for primary and secondary teachers. She is co-author of *Magicland*, an ELT coursebook for young learners.



Michael and the red rug

Michael was happy. He liked having fun with his friends, playing computer games, riding bikes and watching soccer on TV. He liked his school, his teachers and all his classmates too. He was in the school volleyball team. He loved his room, his home and the street where he and his parents lived. Everything was fine until one Monday evening. Michael was watching TV when the phone rang. His father answered it. At the end of the phone call, Michael's dad said, 'I've got a new job!'

But the new job was in the north of the country in a place that was 300 kilometres away.



His father was excited and his mother was surprised and very happy, but every time Michael thought about leaving his friends and school and the town where they lived, he felt unhappy and angry. 'I want to stay here,' he thought. 'I don't want to go and live somewhere different.'

Michael's parents tried to make him feel better. They said the new town was great and that he could make lots of new friends there, but Michael didn't want to talk about it. They showed him photos of their lovely new home on the internet, but Michael didn't want to look at them, so he didn't!

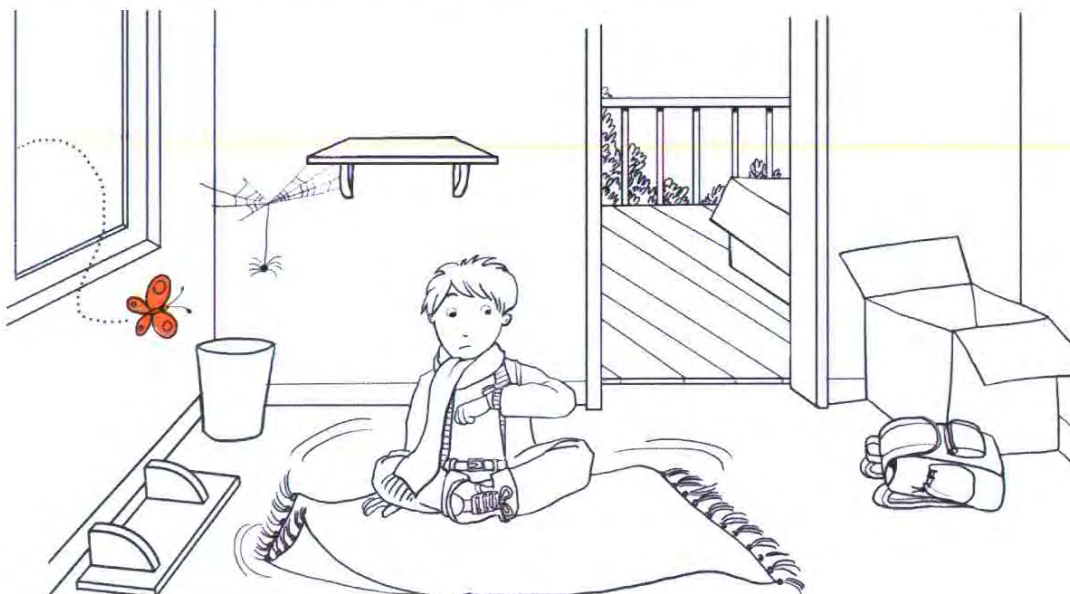
Soon it was March 13th – the day when the family had to move. The family got in their yellow truck and drove north to their new home. Michael listened to music all the way there. He didn't want to speak to anyone.



When they arrived, Michael's dad gave him a key. 'Open the front door, Michael,' he said. 'Go upstairs and choose your room. We're going to look at the garden at the back of the house.'

Michael opened the door and went inside. There was nothing in any of the rooms. The house felt cold and empty. He went upstairs and looked in the first room. He didn't like it – it smelled strange. He looked in the second room – that one was too dark. But the third room seemed friendlier. There was an old red rug on the floor. Michael sat on it. 'I'll have this room,' he decided. He looked at his watch. It said a quarter past three. 'Hmm,' he thought. 'The truck with all our things in it will arrive soon.'

Then something very strange began to happen.



The rug started to turn round and round and round and, because he was on it, Michael turned round and round and round with it!

Something very strange was happening to his watch too. The numbers on it were changing very fast. It was one minute to midnight, then suddenly it was midday, then half past four, then a quarter to eight. The dates on his watch were changing quickly too!

When the rug stopped turning, Michael looked at his watch again. It was a quarter past three on April 21st! Michael couldn't understand. It was more than a month later!

Michael felt dizzy for a minute but then he stood up and looked round the room. He couldn't believe his eyes. The room wasn't empty now. It was full! There was a new bed behind him and some big blue cushions in the corner by the door. His rucksack, with lots of interesting school books in it, was on a desk. He could hear some children outside. They were laughing. Then his phone began to ring. Michael took it out of his pocket and answered it.



'Hi, Michael,' someone said. 'You're late! Come on! The volleyball game will start in 20 minutes and we need you! You're our best player. Oh! And Tony's going to have a pool party this evening. It's his birthday. Can you come?'

'Erm, yes, sure,' Michael began to say. Then suddenly everything started turning round and round again. 'Am I going to go even more into the future?' he thought.



But when the rug stopped turning, the room was empty again. The date on his watch was March 13th again too. Michael could hear his parents. They were inside the house now. He could hear them on the stairs.

His dad opened the door.

‘Hi! What a great room!’ he said.
‘How are you doing?’

‘I’m feeling happier,’ Michael said. ‘I’m feeling much, much happier. I think I’m going to make lots of good friends here.’

‘That’s great,’ his dad answered, ‘but bring that old red rug downstairs. The truck with all our things in it has just arrived. The driver can take it away with him.’



Michael smiled. ‘I like it, Dad,’ he said.

‘Well, OK. It can stay here, if you want. But I think we’ll buy you a new bed and you can choose some posters to put on these walls,’ his dad answered.

‘And how about some big blue cushions for me to sit on in that corner? And can I have a new volleyball too?’ Michael asked.

‘Sure!’ Michael’s dad said. ‘That sounds like a great idea!’

6 Michael and the red rug

A New words for you!

Choose a word to complete each sentence.

I've got a red in the middle of my room.

Listen! Your phone's

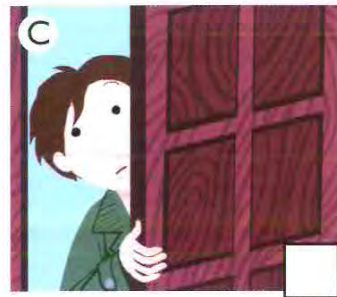
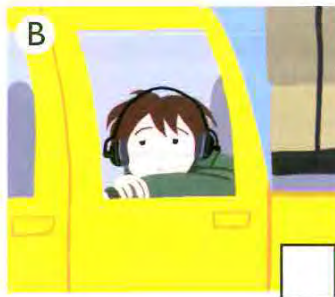
I got when I turned round.

I like sitting on big

rug
cushions
ringing
dizzy

B What happened next?

Put the pictures in the right order. Write 2–6 in the boxes.



C Can you remember?

Cross out the 2 wrong words in each sentence.

Example: Michael was good at playing ~~volleyball/soccer/tennis~~.

- 1 Michael's dad got a new ~~bike/job/pet~~.
- 2 Michael chose the ~~first/second/third~~ room.
- 3 The time on Michael's ~~watch/computer/clock~~ changed.
- 4 Michael's ~~father/brother/mother~~ came into his new room.
- 5 The cushions in Michael's new room will be ~~green/blue/yellow~~.

D Michael didn't want to move.

Complete the sentences. Write 2 or 3 words.

Example: Michael enjoyed playing computer games with his friends.

- 1 got a phone call about a job.
- 2 The new job was away from Michael's home town.
- 3 Michael felt about leaving his friends.
- 4 Michael didn't want to look at the pictures of their on the internet.
- 5 Michael's family drove north in their

E Opposites!

Find words on page 44 that have opposite meanings to these.

Example: south north

- 1 bored 2 happy 3 same
- 4 worse 5 horrible

F CD2 03 Do some colouring.

Listen and colour the second picture on page 45.



G Telling the time

Read this part of the story.

Then talk about times.

It was one minute to midnight, then suddenly it was midday, then half past four, then a quarter to eight. The dates on his watch were changing quickly too! When the rug stopped turning, Michael looked at his watch again. It was a quarter past three on April 21st.



What's the time now?

What time did you get up this morning?

What time will school finish today?

What time will you go to bed?



What was happening when the rug stopped turning?

Find the right ending. Draw lines.

When the rug stopped turning the first time ...

- | | |
|----------------------|-----------------------------|
| 1 some children | were singing in the trees. |
| 2 the birds | was flying round the room. |
| 3 two men in a truck | were driving up the street. |
| 4 a boy on a bike | were laughing outside. |
| 5 a butterfly | was riding past the house. |



Dizzy and busy

Find the matching sound.

dizzy stood eyes full new bed some laugh hi! late

you half busy mum my would
cries said wool eight



Change part of the story.

Look at the words in the box. Choose a word for each space.

Michael felt afraid for a minute but then he stood up and (1) round the room. He couldn't believe his eyes. The room wasn't empty now. It was full! There was a new (2) behind him and some big blue (3) in the corner by the door. His rucksack, with lots of (4) school books in it, was on a desk. He could (5) some children outside. They were (6) Then his phone began to ring. Michael took it out of his pocket and answered it. .

~~afraid~~ see torch boxes walked raining forget
dropped shouting problems heavy team





Please come to my pool party!

Complete Tony's message.

Hi Michael!

It's my birthday. I'm going to have a pool party! Can you come? You'll make lots of new friends there. Tony

Date:

Time:

Address:

Please bring:

Wear:



My new home

Choose your new home and talk about it!



My new home

Address: Green Street

Next to?

House/warm/cold?

Colour/walls?

Nicest room?

.....'s new home

Address: Green Street

.....

.....

.....

.....

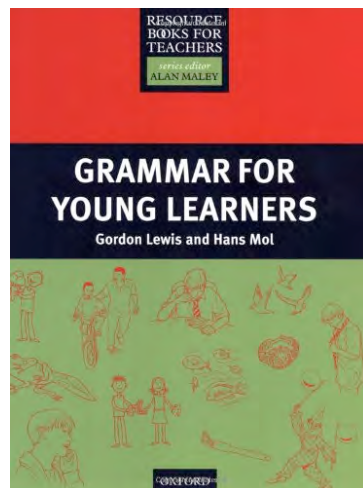
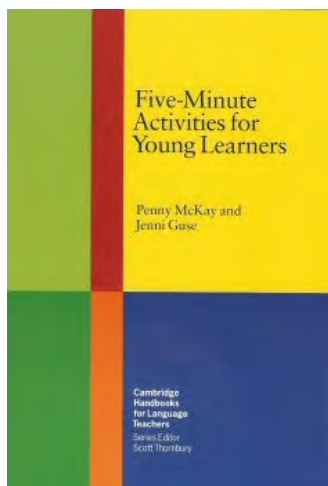
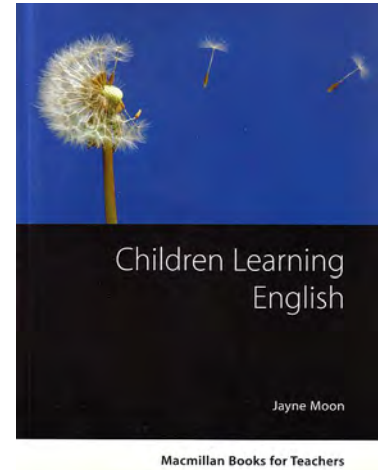
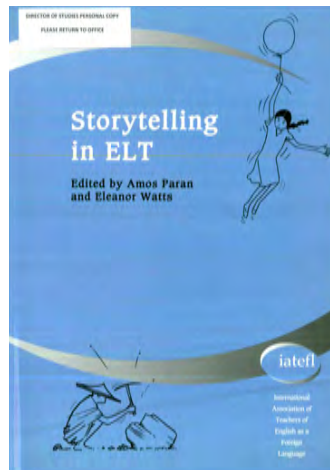
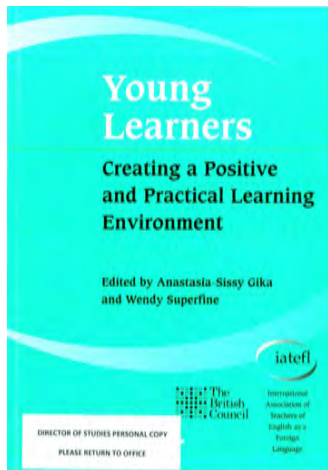


For my new room, I'd like ...

Choose things for your new room.



Recommended Reading



andersonhouse.it

cambridgeenglishteacher.org

crtlinguebergamo.it

