

Cambridge English

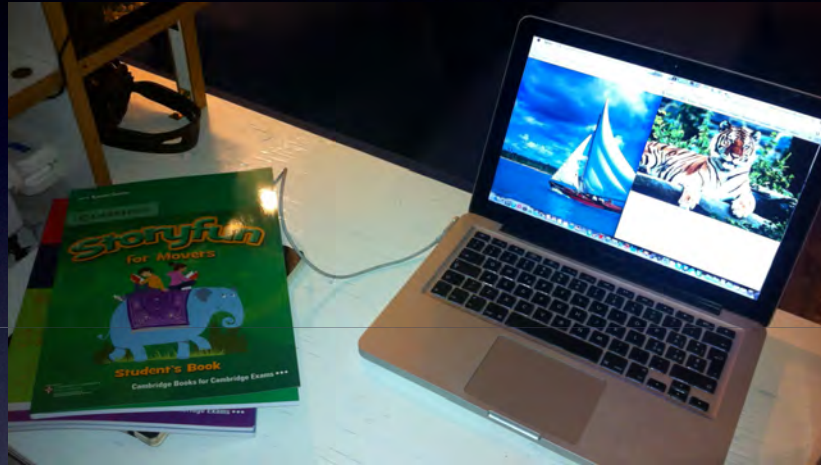


Bergamo – 18/10/12

“Today I’m going to tell you a story about...”

Developing storytelling at Movers and Flyers

PREPARATION



IMPLEMENTATION

FOLLOW-UP

PREPARATION

Learner familiarity with activity/task-type?

Activity placement within lesson cycles?

Length of tasks according to learners/time cons

Classroom resources available?

Activity/task-focus?

Yourself as storyteller?

Yourself as a storyteller

Voice!

MT (L1) or FL (L2) competence?

Body-language!

Position of T and Ss in class during activity

Activity/task focus

Grammar or lexis?

Which items?

How many?

How difficult?

What level?

What to pre-teach? How?

Starters

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



Movers

comparatives and superlatives
adjectives
quantifiers

Flyers

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

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



The fox and the crow



The fox and the crow



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!"

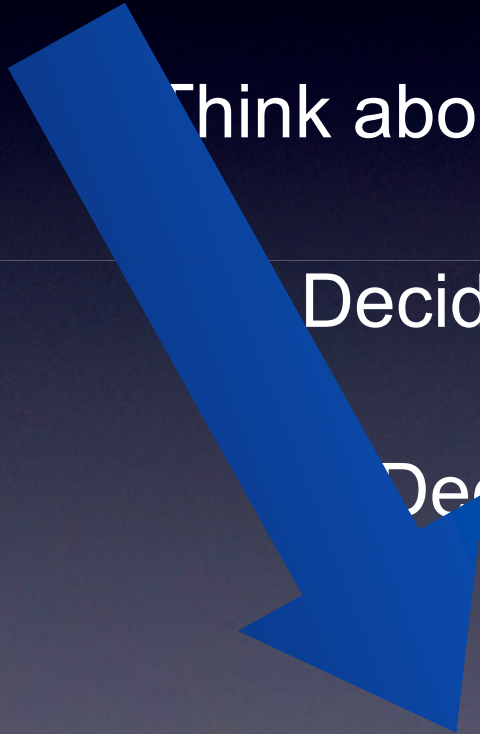


Specific
lead-in
Think about aims of
activity

Think about what students know/don't know

Decide if/what to pre-teach and how

Decide if students will have a during-reading task



Pre-Teaching Task 1

1



2



a. rug

b. cushions

3



3



c. ringing

d. dizzy

Pre-Teaching Task 2

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

“At the end of the phone call,
Michael's dad said, ‘I've got a new
job!’”



“The family got in their yellow truck
and drove north to their new
home.”



“Then something very strange began to happen.”



“Michael felt dizzy for a minute but then he stood up and looked around the room.”





“You’re late! Come on!”

“Oh! And Tony’s going to have a pool party this evening. It’s his birthday. Can you come?”

In-story

Task

Listen again, but this time...

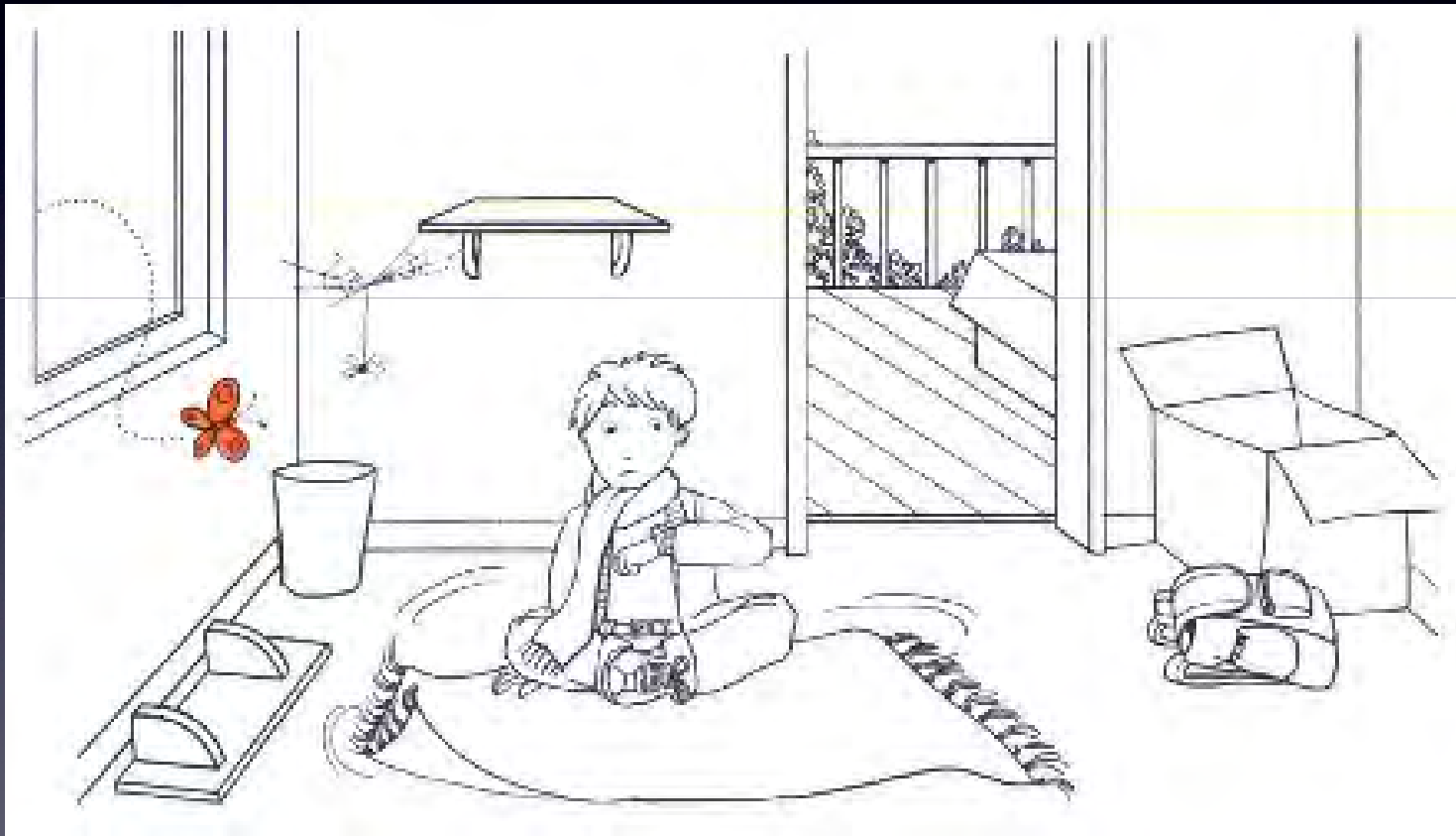
Put the pictures in the right order. Write 2-6 in the boxes.

<p>A</p>  <p><input type="text"/></p>	<p>B</p>  <p><input type="text"/></p>	<p>C</p>  <p><input type="text"/></p>
<p>D</p>  <p><input type="text"/></p>	<p>E</p>  <p><input type="text"/></p>	<p>F</p>  <p><input type="text"/></p>

Follow-up Task 1

GD2.03 Do some colouring.

Listen and colour the second picture on page 45. 



Follow-up Task 2

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.

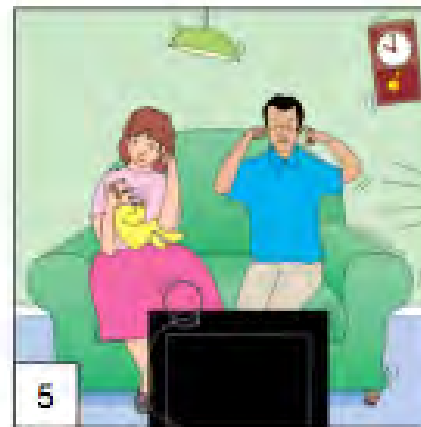
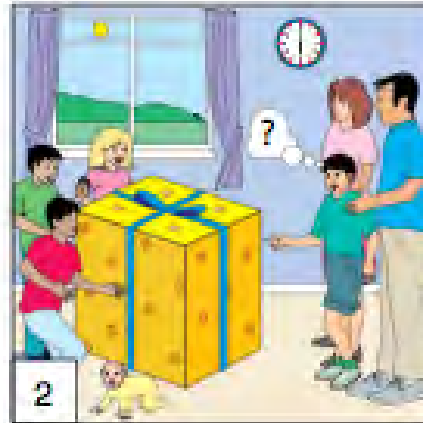
afraid see torch boxes walked raining forget
dropped shouting problems heavy team



Movers storytelling task



Flyers storytelling task



Simple reading activities

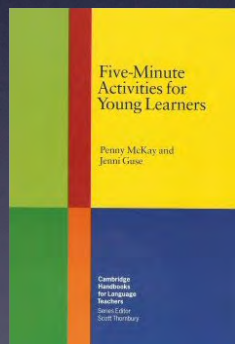
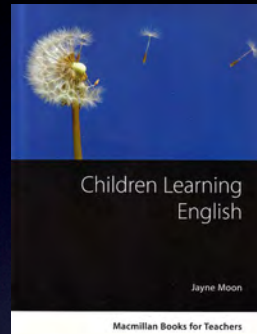
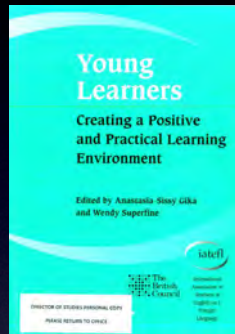
'memory' using a picture + a word

crosswords

pictures + descriptions

paired description activities

Recommended Reading



The logo for Cambridge English Teacher features a stylized green figure with arms raised, resembling a person or a tree, positioned to the left of the text. The text "Cambridge English" is in a smaller, brown font, and "Teacher" is in a larger, green font.

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