

Cambridge English

Storytelling - The Importance of Story

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How many words tell a story?



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Why story telling?

- Where did you tend to listen to stories?
- What time of day was it, typically?
- Who told you or read you stories?
- How did you react to the stories?



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Now you are older...

- Have you read or told stories as a parent?
- What are your feelings in the parental role?

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The power of story

- the relationship between the teller and the students
- a uniquely powerful linguistic and psychological technique
- use with people of virtually any age
- use with people of any culture



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Ways of telling stories...



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Mixed language telling

andras

guy / man

Kipo

garden

Traiandafila

the roses

Yineka

wife

Parathiro

window

klidia

keys



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Mixed language telling

- Great with kids (3-8)
- Interiorize language without realising
- re-tell story many times gradually adding more words
- re-tell story completely in L2



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Multi-voice storytelling

- Nominate (stronger) students to elaborate story
- Don't tell the end – ask students to imagine and write down ending in groups
- Can also be done as a sandwich story creative writing activity



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Two history, one fiction!

- Tell 3 anecdotes, of which 2 really happened and one is fictitious
- Sts decide which is fictitious
- Take a vote
- Follow-up: get sts to do the same in small groups



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TPR

- Total Physical Response
- Sts associate target language with mime



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Here is the ostrich



ACTIVITY TYPE

traditional rhyme, whole class
TPR, individual picture
sequencing

LANGUAGE FOCUS

description of animals and
their movements
ostrich, stones, wings,
hedgehog, owl

LEVEL

1

AGE RANGE

7-8

TIME

30 minutes

MATERIALS

a copy of the Here is the
ostrich worksheet per pupil

Before class

Make a copy of the Here is the ostrich worksheet for each pupil.

In class

1 Pre-teach the following words with flashcards, realia or by miming: ostrich, stones, wings, hedgehog, owl.

2 Say the rhyme and do the accompanying actions:

*Here is the ostrich, straight and tall,
Nodding his head above us all.*

(Stand straight and raise your arms. Put your fingers together to resemble a bird's nodding head.)

*Here is the long snake on the ground,
Wriggling on the stones he found.*

(Wiggle your hand and arm away from your body.)

*Here are the birds that fly so high,
Spreading their wings across the sky.*

(Flap your arms like a bird.)

*Here is the hedgehog, prickly and small,
Rolling himself into a ball.*

(Hold your hand out palm up, waggle your fingers and then clench your hand into a fist.)

*Here is the spider scuttling around,
Treading so lightly on the ground.*

(Hold your hand out, palm down, and waggle your fingers like a walking spider.)

Here are the children fast asleep,

(Put your hands together, palms to palm, and rest your head sideways on them.)

And here at night the owls do peep.

(Make circles around your eyes with your thumbs and fingers. Blink your eyes.)

3 Ask the class to repeat the rhyme after you, line by line, while doing the actions.

4 When pupils have practised the rhyme give them a worksheet each and tell them to cut out the picture cards.

5 Ask pupils to put the pictures onto the baseboard in the right order as you say the rhyme again, without the actions.

6 Using the picture sequence to help them, pupils repeat the rhyme in chorus.

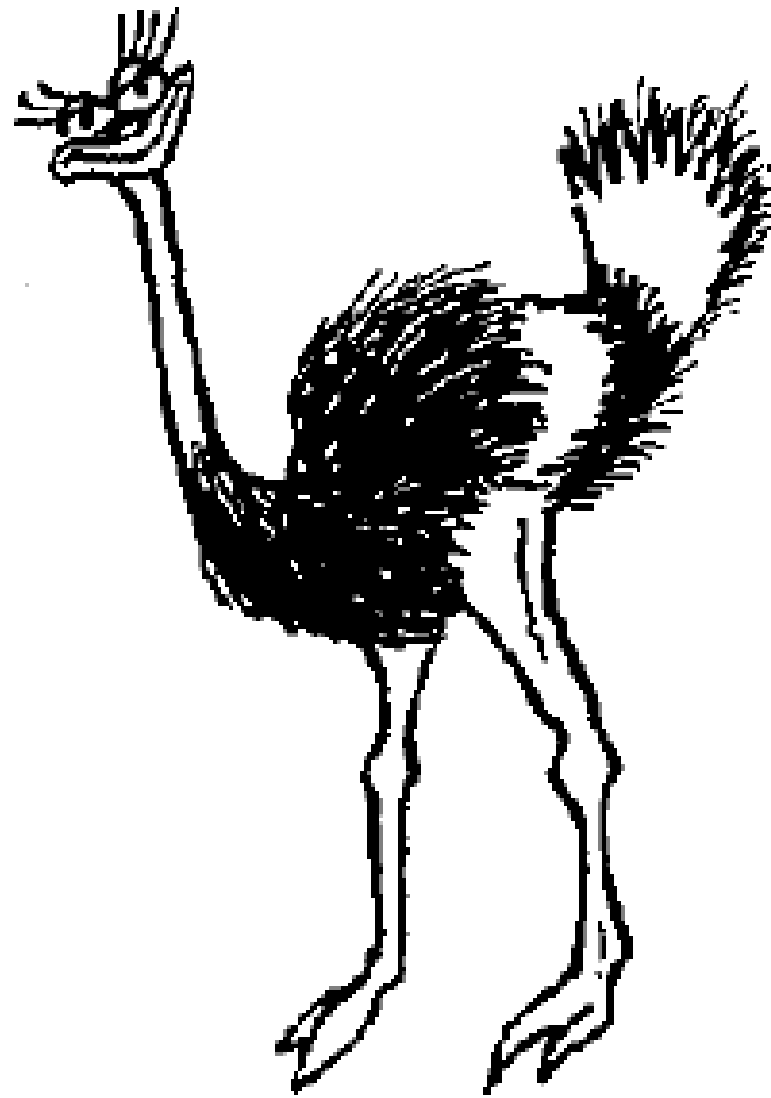
7 Divide the class into six groups, a group for each verse of the rhyme. Each group takes it in turn to stand up, say the verse as they do the appropriate action, and sit back down again.

Extension

Play an animal mime game (small group or whole class). Write or draw other animal words that the pupils know on pieces of paper. A pupil looks at the piece of paper in secret and mimes the animal for the rest of their class or group to guess. The pupil who guesses correctly takes the next turn.

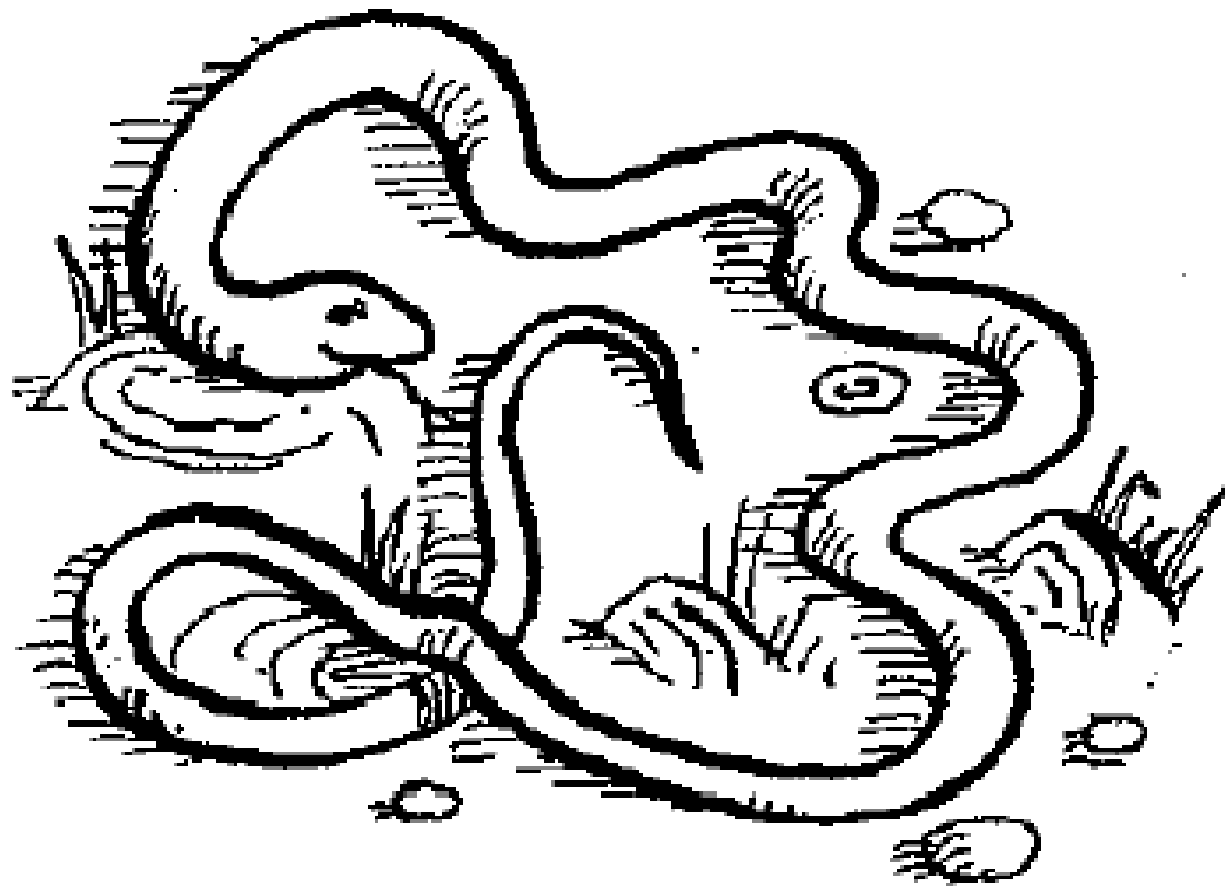


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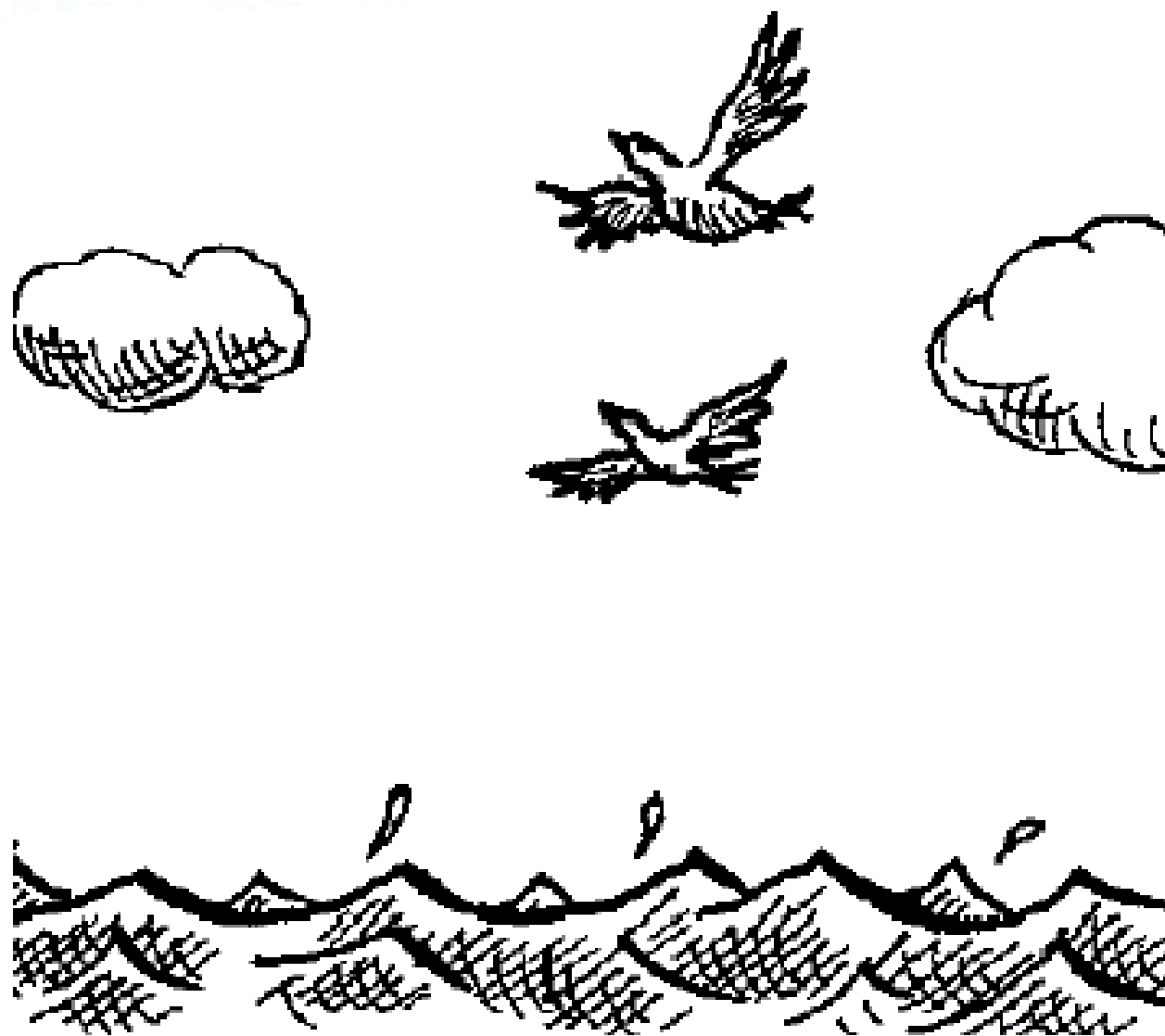
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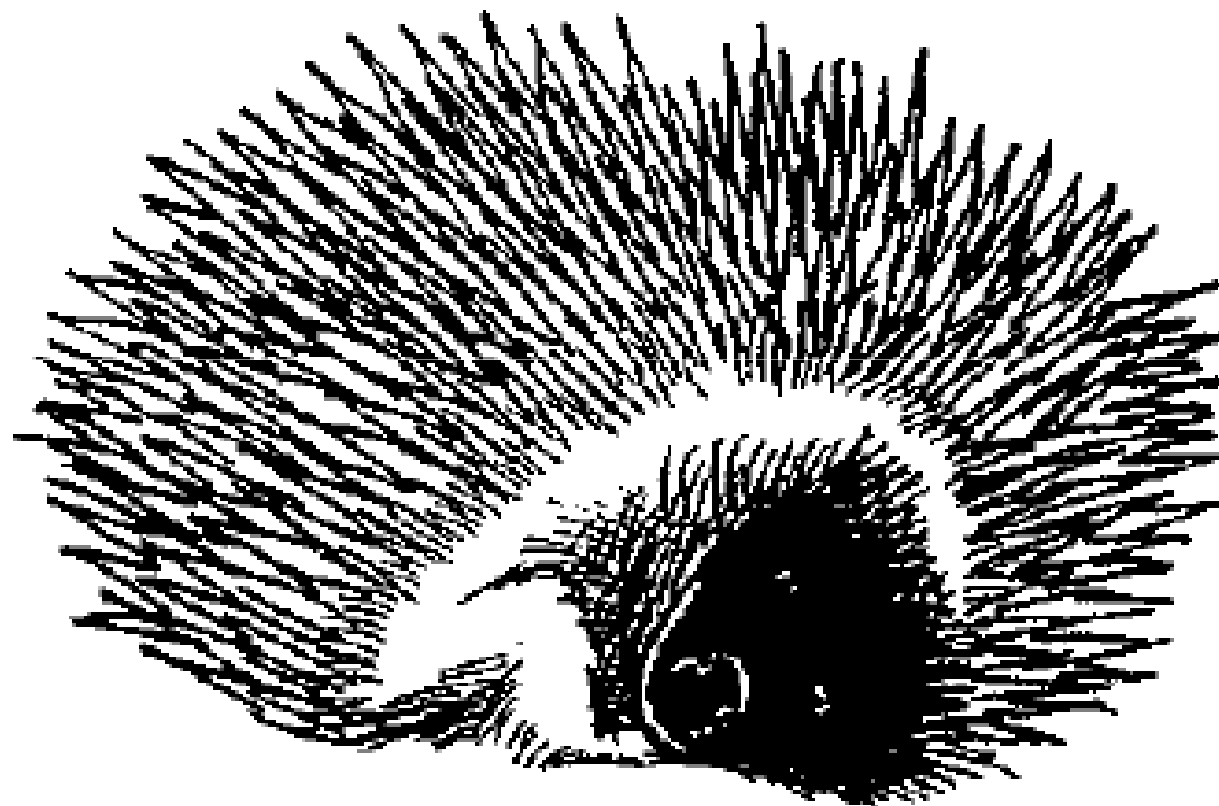
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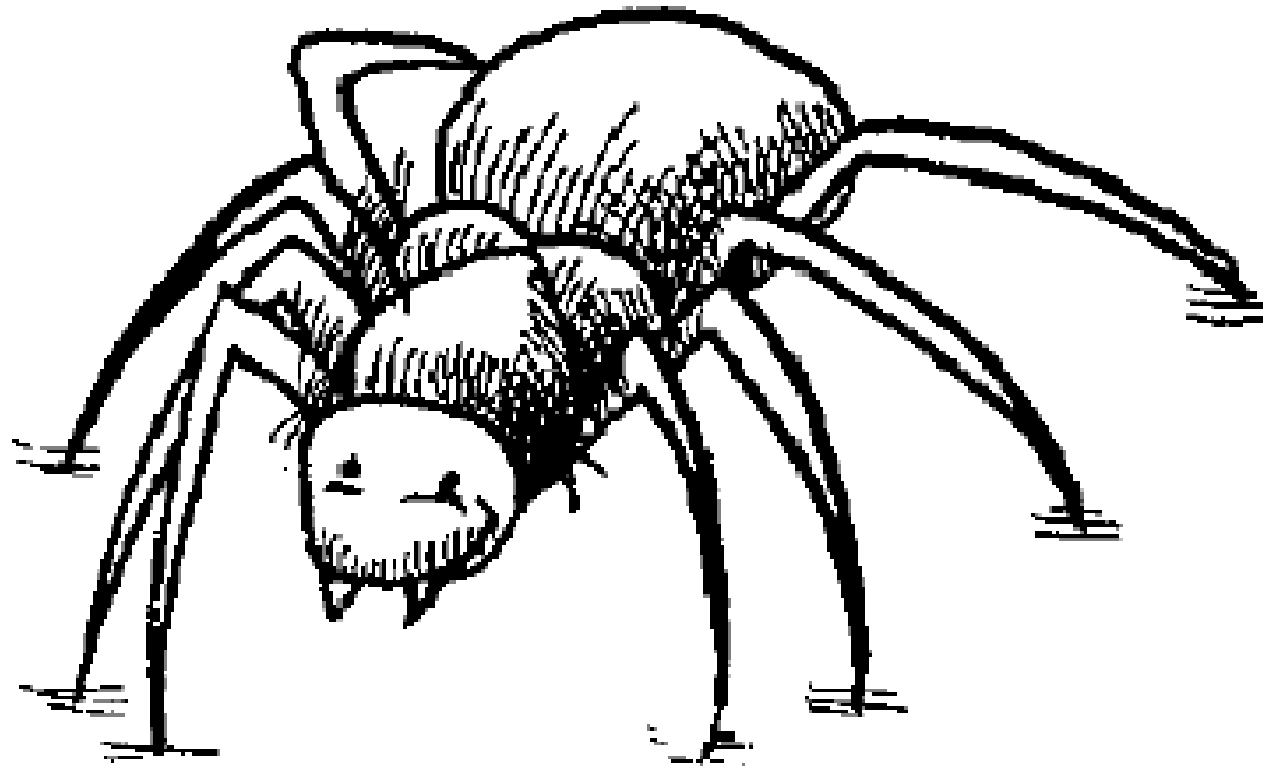
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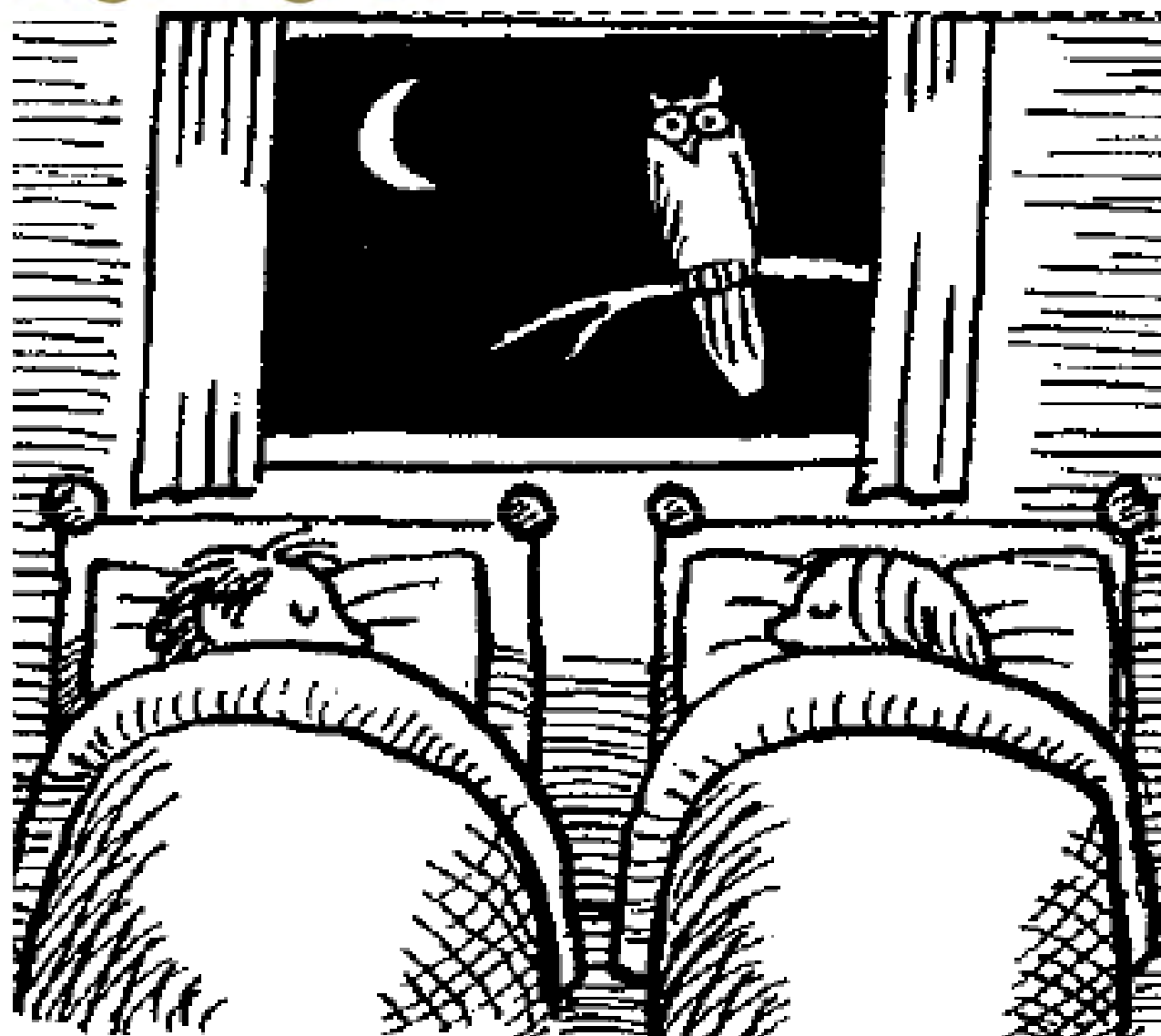
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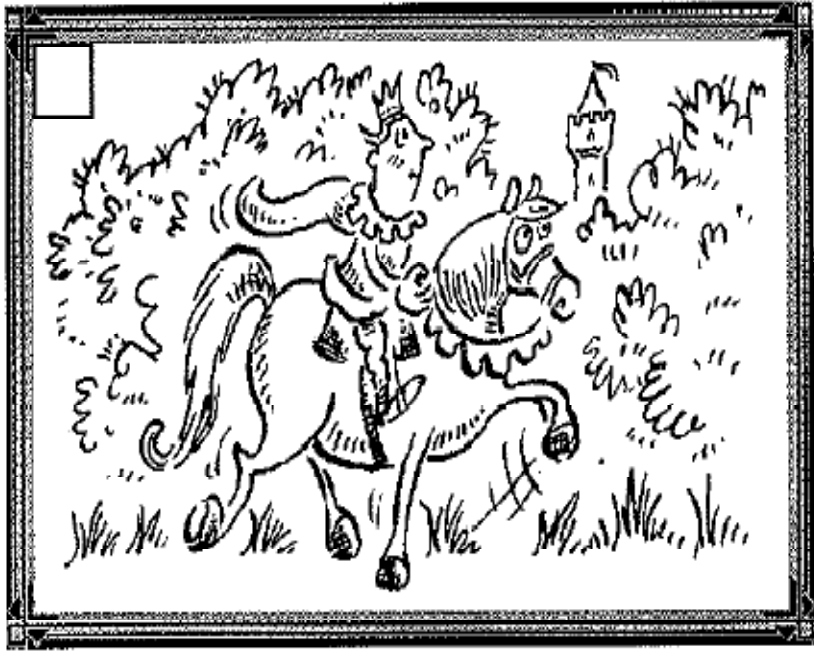


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Sleeping Beauty



A



B



C



D



E



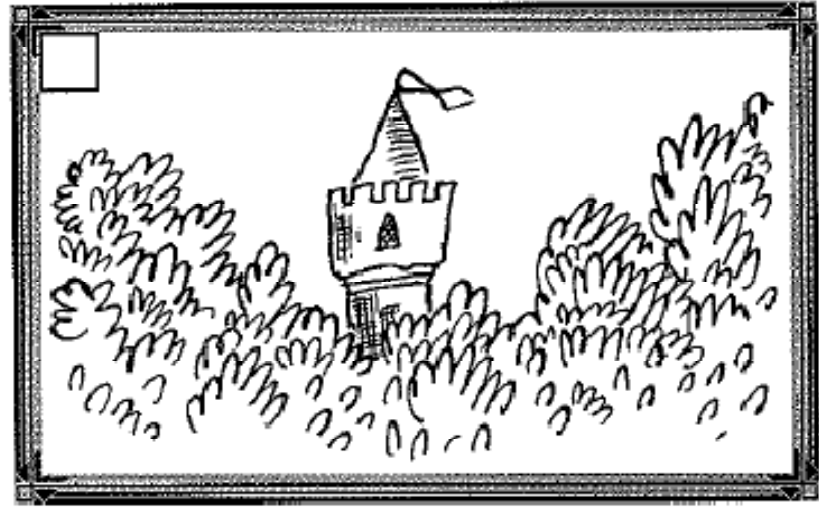
F



G



H



I



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Narrator	Chorus
1 There was a princess long ago, There was a princess long ago,	<i>long ago, long ago, long, long ago.</i>
2 And she lived in a big high tower, And she lived in a big high tower,	<i>big high tower, big high tower, long, long ago.</i>
3 A wicked fairy waved her wand, A wicked fairy waved her wand,	<i>waved her wand, waved her wand, long, long ago.</i>
4 The princess slept for a hundred years, The princess slept for a hundred years,	<i>a hundred years, a hundred years, long, long ago.</i>
5 A great, big forest grew around, A great, big forest grew around,	<i>grew around, grew around, long, long ago.</i>
6 A handsome prince came riding by, A handsome prince came riding by,	<i>riding by, riding by, long, long ago.</i>
7 He chopped the trees down one by one, He chopped the trees down one by one,	<i>one by one, one by one, long, long ago.</i>
8 He woke the princess with a kiss, He woke the princess with a kiss,	<i>with a kiss, with a kiss, long, long ago.</i>
9 So everybody's happy now, So everybody's happy now,	<i>happy now, happy now, long, long ago.</i>

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Film plot

- Brainstorm vocabulary eg. actors, director, special effects, camera, crew, extras etc.
- Sts put pictures in order
- Sts adds speech bubbles to storyboard
- Sts add director's notes

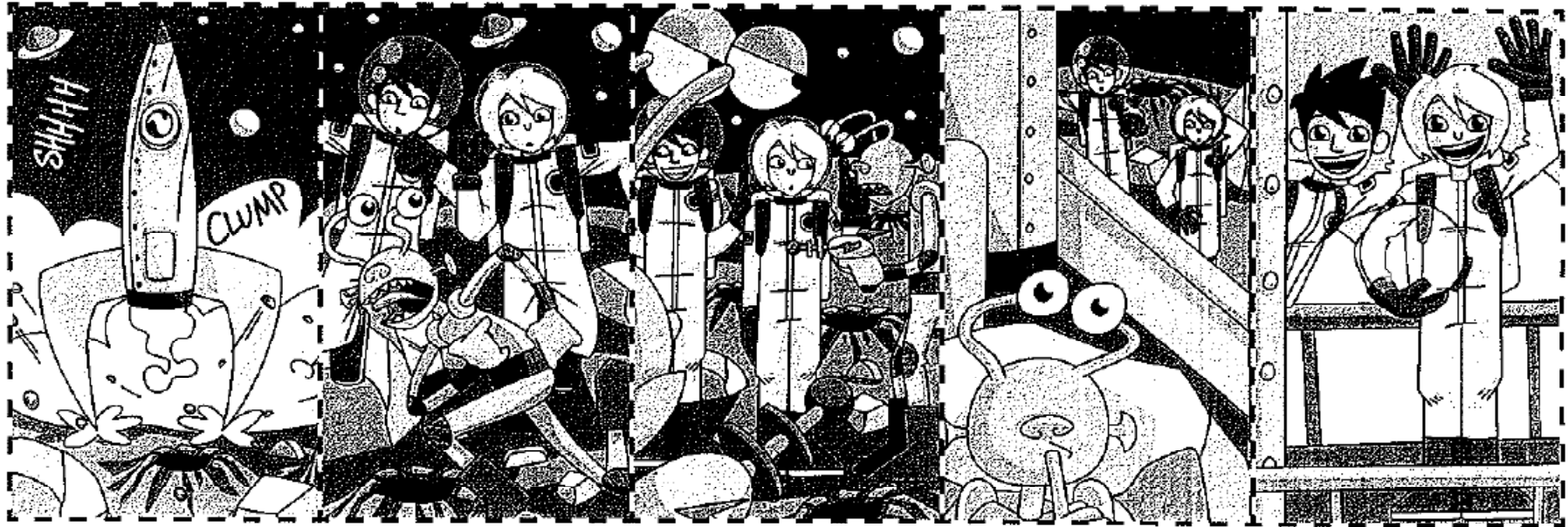


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Film 1.5

What happens next?

A



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Film 1.5

What happens next?

B




Goodbye!	Oh, no!	Fantastic! Here we are!	Please stop. We want to talk to you.	What's that?
We are going to Mars. I can't believe it!	Don't shoot! We come in peace.	It's completely empty!	Blobbity blobbity blob!	Stop. Who are you?



Film 1.5

What happens next?

C



<p>The space crew wave goodbye.</p>	<p>They meet a group of aliens who have got weapons.</p>	<p>After 24 days they land on Mars.</p>	<p>The alien runs away and they chase it.</p>	<p>They leave the spacecraft and see an alien.</p>
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Film plot – follow up

- Sts add at least another 5 frames to their storyboard
- Sts act out scenes
- Sts put work on wall and they compare/judge the plots
- In groups sts create a new storyboard based on a film they have seen or on their imagination



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Comic strips

- Motivating for teenagers
- Interactive software for use in multimedia labs



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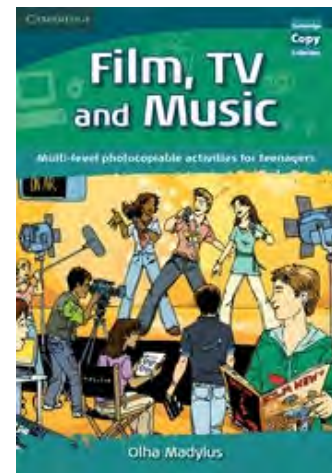
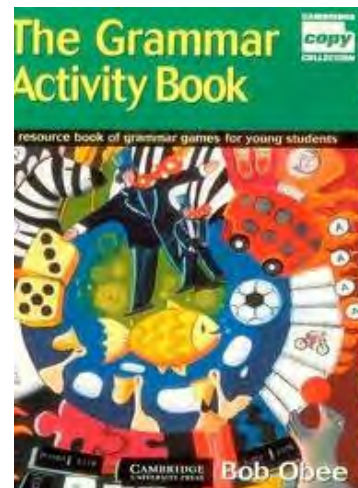
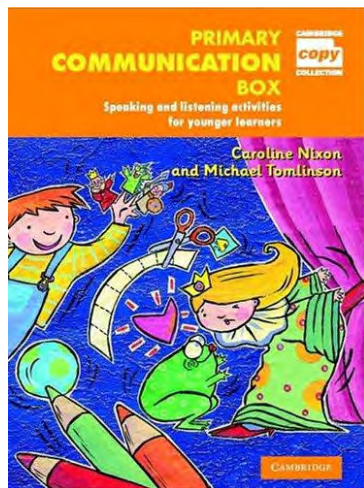
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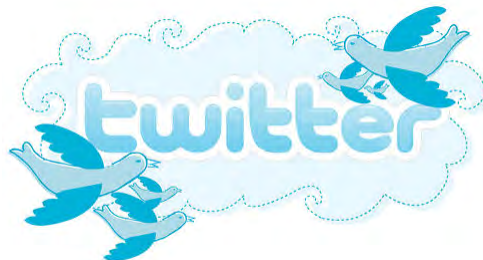
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