

Cambridge English

Storytelling - The Importance of Story

Marcus Tubby

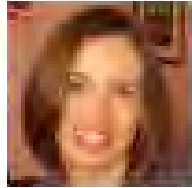
Cambridge University Press
ELT Consultant Lombardy

Bergamo 5th May 2011



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Rachel Miletic

has only had 3 hours sleep but finds it impossible not to smile when the little monkey tries desperately to hold his wobbly head up to look into her eyes

Yesterday at 07:36 · Like · Comment



Joanna Carter, Marlena Zielonka, Helen Legge and 6 others like this.



Tanya Novichikhina Sooo sweet!

Yesterday at 07:40 · Like



Karen Phillips Was Sinsbury i know, they give you such cute smiles when you feel like poo! how's motherhood treating you?

Yesterday at 08:15 · Like



Helen Legge Bless!

Yesterday at 08:19 · Like

Write a comment...



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“Storytelling has probably existed for as long as we have had language. Its power can be seen everywhere – newspapers, fiction, Hollywood, the fables of pre-literate societies. Every subject under the sun has its stories: art has the tale of van Gogh’s ear; physics has Newton’s apple; biology has Darwin prodding Galapagos turtles; history has everything. And as all [teachers] know, stories as pedagogical tools never go out of fashion.”

JJ Wilson, 2010

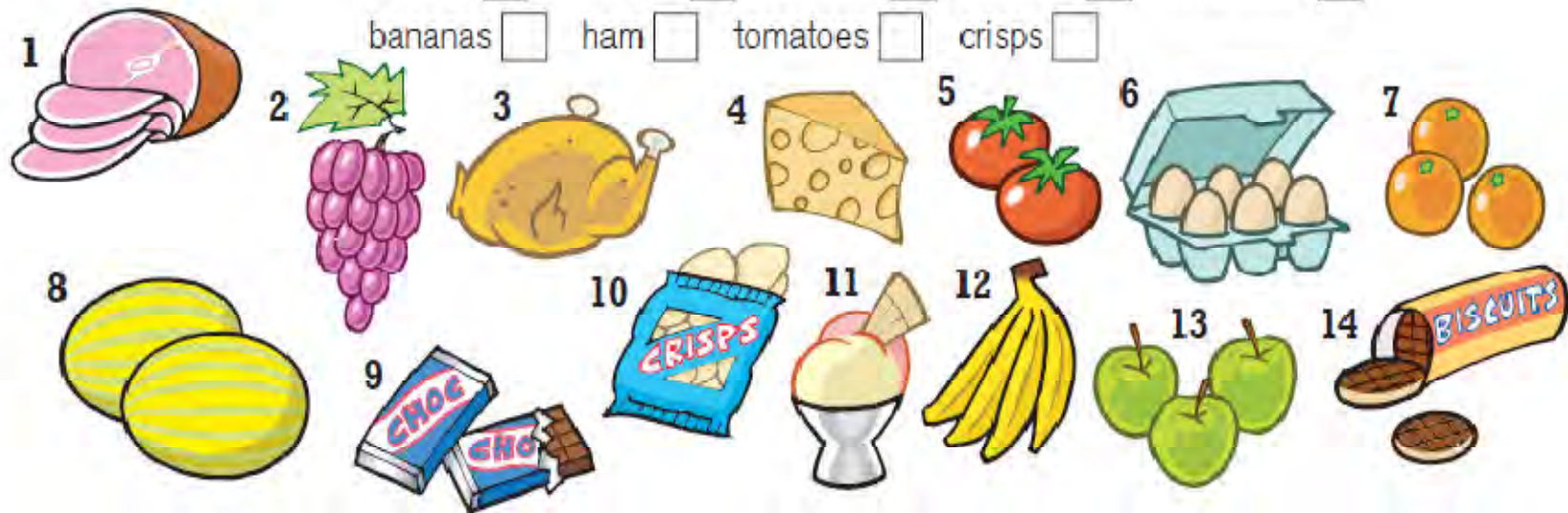


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Vocabulary • Food

1  3.02 Abbina le parole alle figure. Poi ascolta e controlla.

eggs ☐ 6 apples ☐ grapes ☐ ice cream ☐ biscuits ☐
melons ☐ oranges ☐ chicken ☐ cheese ☐ chocolate ☐
bananas ☐ ham ☐ tomatoes ☐ crisps ☐



Word banks page 127



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What do the friends want to do?



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What do they do?



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Poppy's world 7A

A It's the weekend and it's the perfect time for a picnic in the park!

- Amy Have we got all the food?
 Poppy Let's check. Erm, we've got some sandwiches...
 David Is there any chicken? It's great for picnics.
 Poppy Yes, David, we've got some chicken.
 Emma And we've got some tomatoes.
 David Are there any crisps? I love crisps.
 Poppy Yes, there are. And there's a melon.
 Jack Have we got any bananas?
 Emma We've got five bananas. But we haven't got any grapes.
 Amy What about fruit juice?
 Emma There's some fruit juice and there's some water.
 Poppy OK. Let's go!



B David has got a problem.

- David Wait a minute! Is there any chocolate?
 Emma Yes, there is. Don't worry.
 David But there isn't any ice cream.
 Poppy David! It's a picnic.
 David Only joking.
 Jack What's that noise?
 Poppy Oh no! Rain!



C The weather isn't always great in the summer. But you can always have a picnic!

- Jack Great picnic, Poppy!
 Poppy Thanks, Jack.
 David Yeah, nice chocolate, too.



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Language focus

- We've got **some** sandwiches.
- There's **some** fruit juice.
- We haven't got **any** grapes.
- There isn't **any** ice cream.
- Is there **any** chocolate?
- Are there **any** crisps?
- And there's **a** melon.

Your talk!

Let's go! Andiamo!

Wait a minute!

Aspettate un attimo!

Only joking.

Stavo scherzando.



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How stories help:

- Make material more motivating and engaging
- Make teaching language more memorable
- Allow students to respond more fully
- Make situations and language more real & natural



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From Hollywood to ELT

- Who are the characters?
- What do they want?
- Why do they want it?
- How do they go about getting it?
- What stops them?
- What are the consequences?





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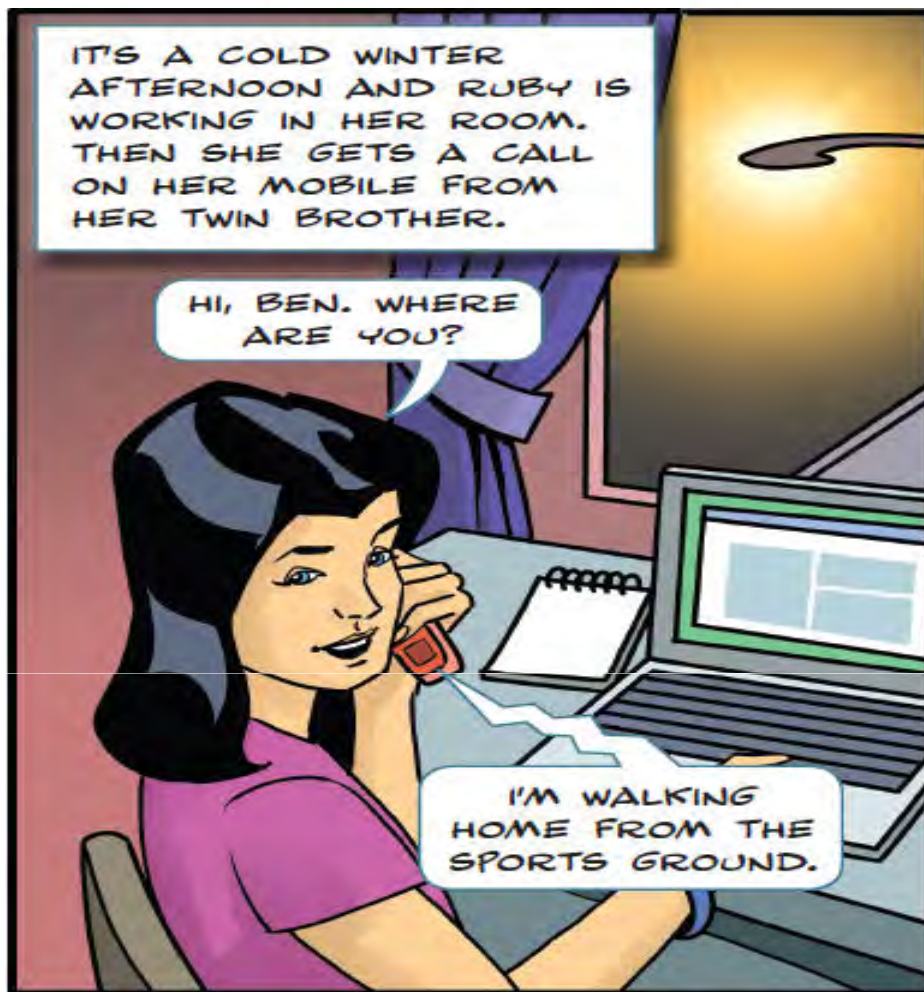
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Elicit the story

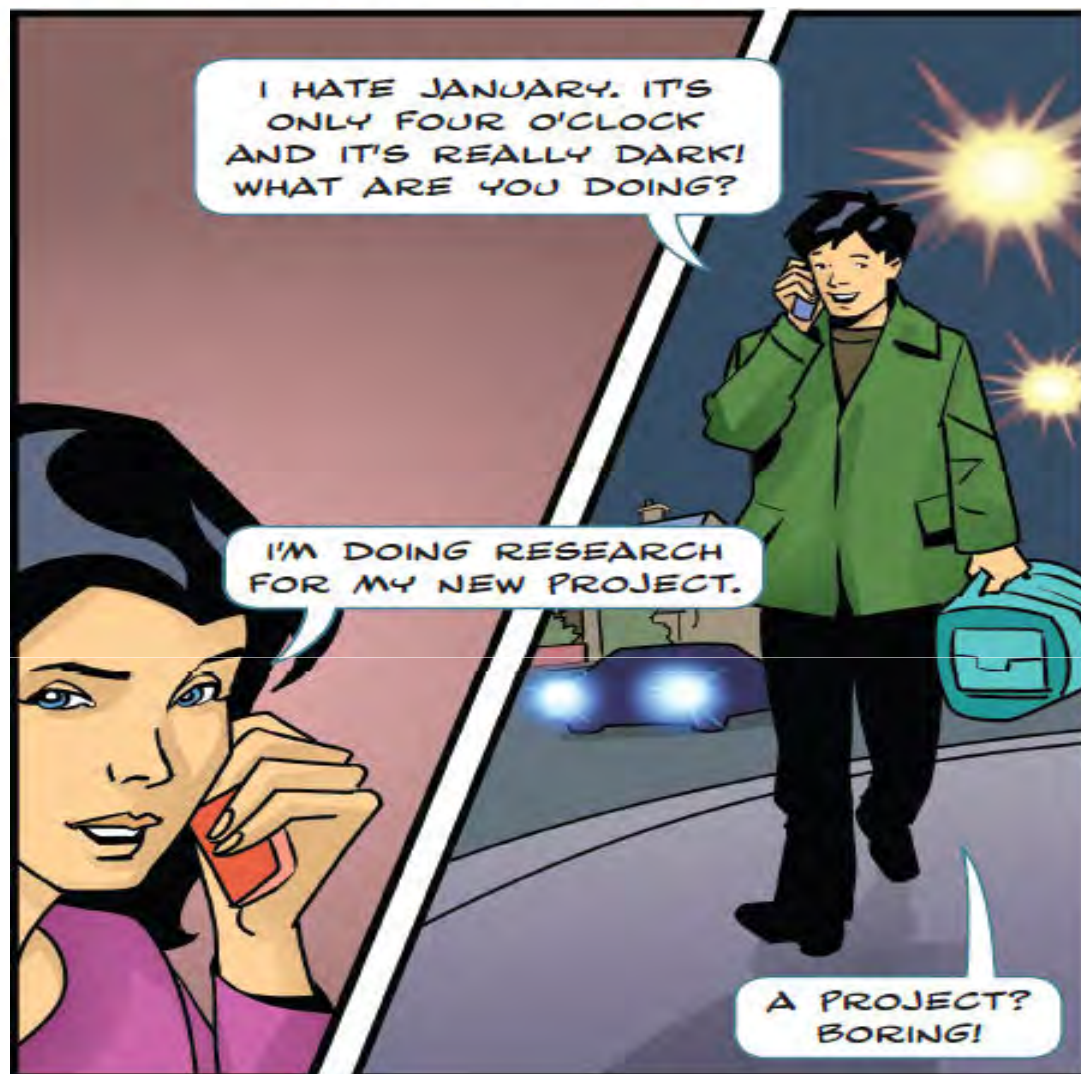
- Who are the characters?
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- Why do they want it?
- How do they go about getting it?
- What stops them?
- What are the consequences?



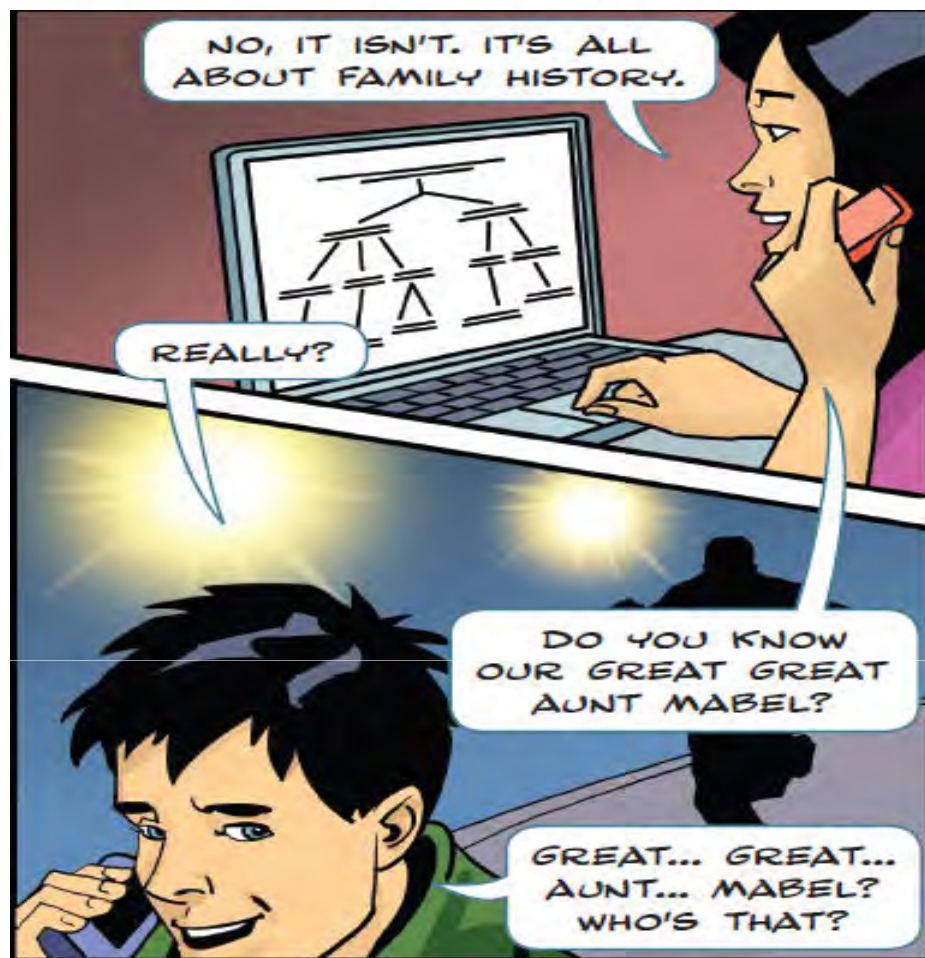
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From diary to blog

- Stories evolve but remain constant



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My concert blog

by Poppy

A Friday
Our concert is only a week away – scary! These are my photos! We were all at my house last night. We were working hard. And we were working quickly! Harry was printing posters. I was writing an advert for our website. Jack and Alice were designing T-shirts. They were having fun. I think Jack really likes her.

B Saturday
We met at 9 o'clock in town. Jack and Alice were wearing our new T-shirts. They looked great. Then we put up our posters for the gig. Jack and Alice were laughing all day.
In the afternoon a young guy arrived. He chatted with Alice and then they left. I said goodbye to Harry and Jack and I walked slowly home. I was tired and a bit sad. I know Jack really likes Alice now!

C Sunday
The sun was shining this morning but I wasn't feeling happy. Then Jack called me on my mobile.
'Who was Alice talking to yesterday?' I asked.
'Ricky,' said Jack.
'Is he her brother?'
'Her brother? Don't you know? Ricky's her boyfriend!' said Jack.
I couldn't believe it. I was SOOO happy!
In the afternoon we practised our songs. Jack looked so cool. What was he wearing? His sunglasses, of course!





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Tie to language goals

- Teachers will notice the past continuous, Students will notice the love intrigue and be focused on the story.



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Language focus

I **was writing** an
advert for our website.
The sun **was shining**
this morning.
They **were having** fun.
I **wasn't feeling**
happy.
What **was** Jack
wearing?

We were working
quickly.
I walked **slowly** home.

Your talk!

a bit un po'
I **couldn't believe** it.
Non ci potevo credere.
I **was SOOO happy**!
Ero così felice!



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We are the stars of our own lives. We write the scripts.

- Students are storytellers too
- Enable guided opportunity
- Give them opportunity regularly



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Listening

5a Look at the faces and match them with the emotions.

disgust ☒ b fear ☐ surprise ☐ anger ☐ happiness ☐ sadness ☐

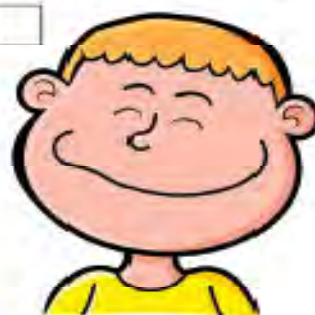
a ☐



b ☐



c ☐



d ☐




e ☐




f ☐



5b  **2.30** Listen to the dialogues and write the emotions.

1 anger

Writing

6 Write a short text about a time when you experienced one of the six emotions in exercise 5a. Include: 

- a title
- when and where it happened
- who you were with
- what happened
- how you felt

The footprints in the snow

The snow was falling again. It was cold and the sun was sinking in the sky. Donna and Richard were walking slowly under the tall trees. They were high up the side of a hill. In the distance they could see the small town of Darksville, their destination. But they still had a long way to go before evening.

'This is a crazy time of year for a walking holiday,' said Donna.

'It's cool,' said Richard.

'Cool?' said Donna. 'It's freezing!'

And they laughed.

But a little later they were walking through the forest when Donna saw footprints in the snow. They weren't human footprints. They were huge.

'What made these footprints?' asked Donna nervously.

'I don't know,' said Richard. 'Maybe a bear?'

Donna didn't like the idea of a bear. It worried her.

'We have to walk faster,' she said. 'I want to get to Darksville.'



It was getting dark now. Donna and Richard weren't talking. They were worrying about those footprints. They were walking round a frozen pond when Richard said, 'Look!'

Donna saw a small wooden house. But all the windows were broken and the door was destroyed. And then she saw the footprints...

'Richard,' said Donna quietly. 'It's that thing again.'

'I don't understand,' said Richard.

'Did a yeti do this?' asked Donna.

'Yetis don't exist. Not in America.'

'Then what was it?' asked Donna. 'Bigfoot? A monster?'

'Don't be silly, Donna,' said Richard. But he was scared. And then they heard a loud sound. A human didn't make it. A bear or a wolf didn't make it. It was terrible! And Donna and Richard started to run...

footprints orme
the sun was sinking

Speaking

5a Imagine you are journalist. You can interview Donna and Richard. Write two more questions to ask them. You can use exercise 3 for ideas.

- Where were you walking?
- What was the weather like?
- Why were the footprints scary?
- What did you see at the house?
- What did you do when you heard the loud noise?

5b Work with a partner. One student is a journalist. The other student is Donna or Richard. Ask and answer your questions. Then swap roles.

A Where were you walking?

B We were walking to Darksville.
We were on holiday.

Writing

6 Look at the picture from the latest Donna and Richard story. In groups, write the beginning of the story (about 100 words). Think about these questions.

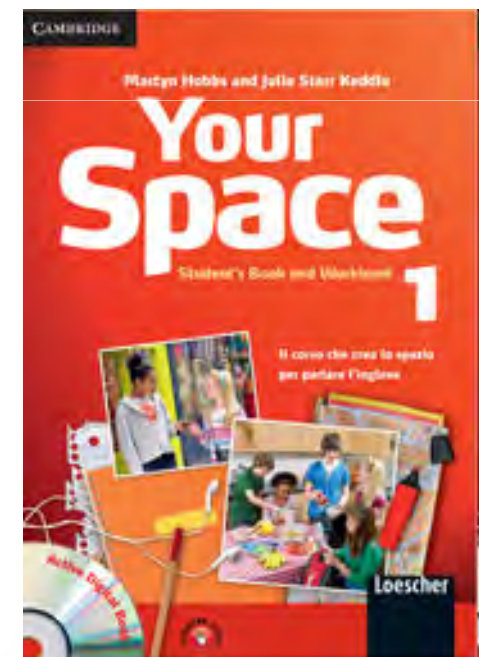
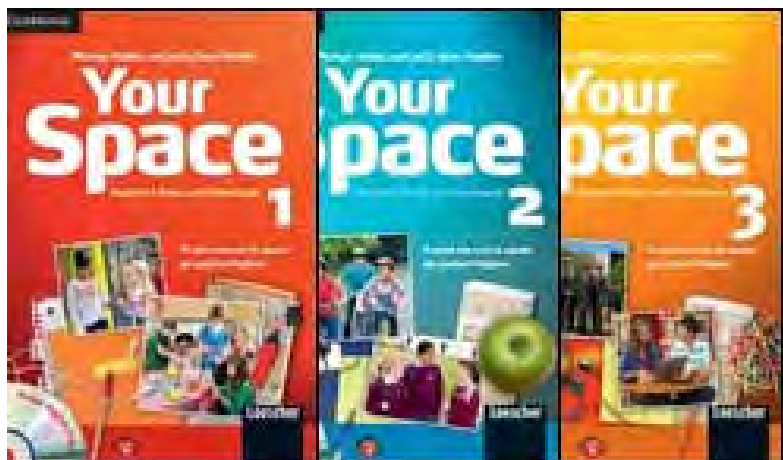
- Where were they?
- Why were they there?
- What were they doing?
- What happened next?



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New Course for Scuola Media Italiana

- Your Space – Hobbs & Starr Keddle Cambridge University Press 2011



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Useful links

- www.teachingenglish.org.uk
- www.learnenglish.org.uk
- www.cambridge.org/elt
- www.cambridgeesol.it
- www.teachertrainingvideos.com



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