

## Key points

**1 What is a story?**

Something we read?  
Something we hear?

**2 Why do stories engage us?**

Because a story allows us to escape our real world, but are there other reasons?

**3 Why is story language so memorable?**

Because of our emotional investment and...?

**4 YLE Story-telling and Story-writing tasks**

What are these now and in 2018?

**5 In the classroom**

How can we use 'story-telling, story-writing and story-making' activities?

**6 Creativity.. Collaboration.. Communication..!!!**



**These** are simple texts, but we are still writing or telling stories here. So we can take the stress out of writing or telling the story by using just a single picture and putting together some very simple texts for learners to complete about it. That is a really good first step. They read and speak.

**Another** idea is to ask – depending on the level of your class – simple or more complex questions about the picture. They listen and speak.

**You can** say sentences about the picture and stop without finishing it – let your students do it. It can be random sentences or be a part of a whole story (use a real story in a book in that case). They listen and speak. (or write) (they write what they hear and also finish the sentences.)

You can ask students to write the missing words down (as a homework or in class)

## *Picture based activities.*

### What is a **story**?



'We saw a funny film yesterday about a boy and a ...'

Ben was tired. He sat down under a tree and thought, 'I wish I had a 100 books to read' and suddenly....

'I was planting my onions yesterday when it started to rain so I ...'

## Why do stories engage us?

- 1 occupying the space between reality and imagined reality...
- 2 entering a world/engaging with an interest of our own choosing...
- 3 attaching ourselves to specific characters...
- 4 mirroring feelings...
- 5 reacting emotionally > huge impact on memory...
- 6 subconsciously judging behaviours and learning about social norms...
- 7 visualising > using our imaginations to complement the text
- 8 transporting self into the scenario > sometimes experience overload...
- 9 left brain/right brain activity > a holistic engagement...
- 10 language is 'immediate' and 'owned' and thus meaningful...



Children should just experience the story the first time they listen to or read it, just experience it. That is where the learning of the language is almost accidental. Stress-free – it's better sometimes not to use pre-reading activities. Student doesn't have to understand or to know every word of the story to enjoy it. When the story is over you can list your questions or cover the grammar points and, perhaps, read it again. Then you can use the story to help create other activities in the ways which are described below.

## Remembering story language

### L1 language acquisition methods in L2 learning...



Learners hear or read a stress-free model of natural language.

Learners hopefully relate to characters and plots engage their interests, trigger their imaginations and creative thinking.

Story illustrations support understanding.

The story-telling experience can then motivate learners to discuss and expand the story and complete more fun activities such as role play, artwork, prop making, or they can adapt the story (changing the voice, using text messages, etc).



## YLE Story-telling and story-writing tasks – Starters Speaking

Starting slowly... questions and 'tell me about' a story picture



- What's this?
- What colour is it?
- How many monsters are there?
- What is the orange monster doing?
- Tell me about the blue monster.

Visual adapted from: Storyfun 2 2<sup>nd</sup> ed Student's Book

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## YLE Story-telling and story-writing tasks – Starters writing



### Examples

- What is the boy riding? a bike
- What colour are his shorts? white

1 What is in front of the boy? a .....



2 Who is opening the door? the .....

3 How many balls has she got? .....



4 Where is the red ball now? on the .....

5 What is the girl in the dress doing? .....

Adapted from: Storyfun 2 2<sup>nd</sup> ed Student's Book

Starting slowly...

5 questions about  
3 cartoon story pictures  
with 2 examples for guidance  
one word answers

Picture 1

What is in front of the boy?

Picture 2

Who is opening the door?  
How many balls has she got?

Picture 3

Where is the red ball now?  
What is the girl in the dress doing?

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### Examples

- What is the bear doing? ...sleeping...
- Where is the bird? in the ...tree...

### Questions

1 How many children can you see? .....



2 What is the girl holding? some .....

3 What is the bird doing? .....



4 What is the girl giving to the bear? an .....

5 Where is the bird now? on the bear's .....

Picture 1

How many children can you see?

Picture 2

What is the girl holding?  
What is the bird doing?

Picture 3

What is the girl giving to the bear?  
Where is the bear now?

Adapted from: Storyfun 2 2<sup>nd</sup> ed Student's Book

Cambridge English

2-3 simple sentences for each picture is Ok.  
Students can use present simple/continuous here in Movers.

No pressure for using past tenses.

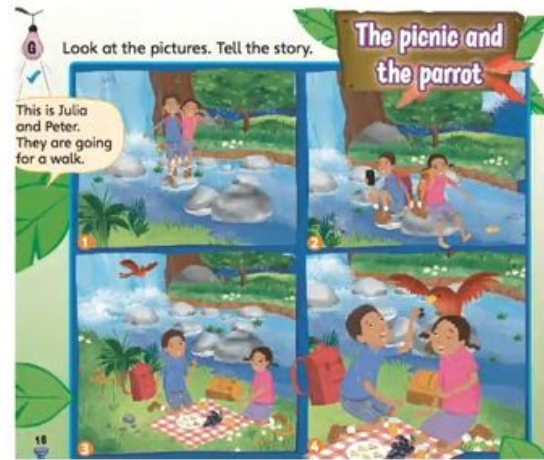
Thinking back to this single picture work we can see how just simple describing what people are doing in a picture will help learners prepare for this. A key thing for learners is to have a quick look at all 4 pictures first but then just talk what's happening in one picture at a time.

When you are practicing this kind of task learners might be more confident about writing sentences about the picture story first and if so, then you can write questions like these below to help learners to construct their stories and then they are ready to tell their stories to you or their classmates.

One more idea is to let your students write a play. (instead of writing what the people in a story are doing, write what they are saying to each other). Afterwards children can role-play their conversation.

## YLE Story-telling and story-writing tasks – Movers Speaking

**Moving on...** four cartoon story pictures > complete the story.



*Adapted from: Storyfun 4 2<sup>nd</sup> ed Student's Book*

### Support questions

#### Picture 2

Where are the children now?

What is Peter doing?

#### Picture 3

What are Julia and Peter doing now?

What is flying in the sky?

#### Picture 4

Where is the parrot now?

What is Peter giving to the parrot?

Is Julia laughing?

To practice this task your students can write questions or incomplete sentences about the picture for you or other students to answer them

## YLE Story-telling and story-writing tasks – Movers writing



### Moving on...

2 questions, 2 completions

(1-5 word answers with 2 examples for guidance)

and then write 2 sentences about a story picture

What colour is the girl's bike? .....

What is the boy with brown hair looking at? .....

The woman in the yellow coat is .....

One person is listening to some .....

.....

.....



If learners are trying to look at all the pictures at the same time the task might look as big as a mountain. If they just think about talking about each picture in turn the task will seem much easier.

You can even ask students to draw their own pictures to practice this task.

## YLE Story-telling and story-writing tasks – Flyers Speaking

Now we're flying... five cartoon story pictures



### Support questions

#### Picture 2

What is Sarah doing now?

Is Sarah happy?

#### Picture 3

Where is Sarah?

Who is coming through the door?

#### Picture 4

What are Sarah and Matt doing now?

#### Picture 5

What is on the front page of the newspaper?

Is Sarah pleased?





# YLE Story-telling and story-writing tasks – Flyers writing



Now we're flying...

Three cartoon story pictures.

Write about the story.

Write 20 or more words.

You can discuss and revise some key words and phrases of the story beforehand.

Don't forget to encourage your students to use linking phrases like : "then", "now", "suddenly", "after that". That will help the story be more cohesive.

It is better to write fewer words accurately than long stories that might contain more errors.

Try to use **a linking word** in at least one of your sentences... (eg because, and, or, but)

*Adapted from: Fun for Flyers 4th ed Student's Book*





## Start by helping learners to think creatively and talk about single story pictures

What's the eagle saying to the king?  
What's at the top of that mountain?  
Why is the grass yellow and not green?



How is the dog feeling?  
How often does it have a bath?  
What are the two birds thinking?



What is the boy reading about?  
Why are there so many books in this room?  
How is that boy feeling?

How can you have fun here? Where is everyone?

**Tell me about** the donkey, the dog, this boy's family, the bike...

More detailed work using just one picture. The more you do this kind of work, the wider your students' imaginations will become, the more they will have, the more they will enjoy it because that is fun, they can choose their own answers which is also empowering. If they are choosing their own answers, they will feel more confident about coming up with their own ideas.



Visual adapted from: Storyfun 5 2<sup>nd</sup> ed Student's Book

## Move from single word or short phrase answers to complete sentences.

What is the boy's name? You choose.

Where is this boy?

What time is it?

What is the boy wearing?

What is in his bag?

How is he feeling?

Where is he going?

What is he thinking about?

What is the man's name? You choose.

What is he wearing?

He hasn't got a bag. What is in his pockets?

What is he reading about?

How is he feeling?

Where is he going?

Another idea speculating about what happens next



Visual adapted from: Storyfun 5 2<sup>nd</sup> ed Student's Book

**Progress > link to an imagined second picture. Talk about what happens next. Learners discuss/decide in pairs/groups.**



Where is the boy now?  
What is he doing?  
Who is he with?  
What is he saying?  
Is he happy? Excited? Angry? Sad?  
Why?



Now we need to built on skills – we have got two pictures now. You can see how giving learners these simple support questions will help prepare to think of different things to say or write about the pictures when they are doing the test.

**Progress > now write a 2 picture story in pairs/groups/on your own.  
Offer support questions to begin with to help the structure:**

Are the friends happy?  
What's the weather like?  
Where are the friends now?  
Where do the friends want to go?



Are the friends happy now?  
What's the weather like?  
Can they go outside?  
What are they doing now?



## Progress to showing 3 or 4 cartoon stories

- Show cartoon for a **few seconds** then remove from sight.
- Elicit **key story words** – write them on the board.
- Show cartoon again.
- Learners work in pairs and write their own **support questions**.
- Learners work in different pairs or in groups to **discuss** answers.
- Learners collaborate and take turns to **tell** their version of the story in open class.
- Learners work in pairs or on their own to **write** the story.
- Learners could **expand** their story adding dialogue or other details for homework.



## Tips!!!



### Starters speaking

Listen carefully to the examiner's Qs about the picture: **What? What colour? How many? What/doing?**

Try to give three answers to the **Tell me about** question. They can be short!

### Starters writing

One word answers about each picture. Who? Where? How many? What/doing >.....ing

### Movers and Flyers speaking

Look at the pictures quickly so you **understand the story** before you start.

**Listen carefully** to the name of the story and how the examiner starts the story.

Try to answer **imagined support questions** about each picture!

Don't try to be JK Rowling! **Simple and clear** is fine! Present continuous/simple is fine.

### Movers and Flyers writing

Try to answer those **imagined support questions** about each picture!

Try to use **a linking word** in at least one of your sentences... (eg because, and, or, but)

Don't try to be JK Rowling!

Writing **20** words is fine, but if you want to write **60**, that's fine too!

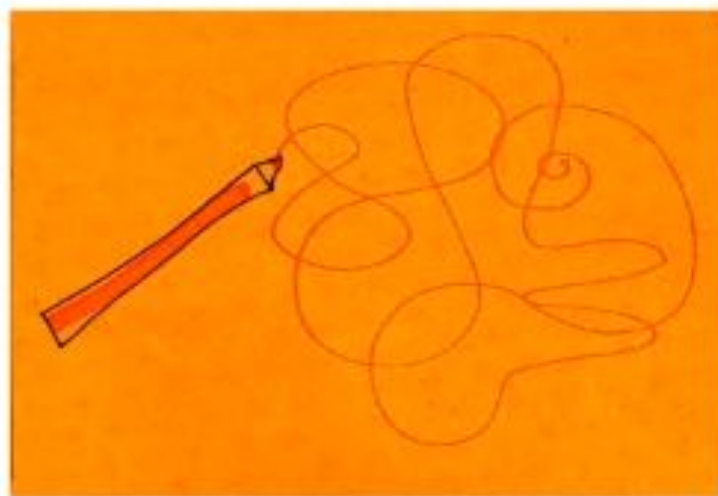
## Activity types – a few more ideas!

- 1 Complete or change single word gaps in story text
- 2 order chunks of jumbled story texts
- 3 add fun dialogue to story texts
- 4 tell the story from a different point of view or genre
- 5 write messages that characters might secretly have sent to each other
- 6 create story from picture prompts – single images or storyboards
- 7 choose and use key word prompts
- 8 choose and use realia or music prompts
- 9 use 'closed eyes' guided visualisations
- 10 use line drawing prompts!

9 They close their eyes and listen to you (and the background music perhaps). For instance you say: "imagine you are in the forest – what do you see? etc.







Video game visual adapted from Fun for Flyers 4th ed Student's Book

## Stories in the Cambridge English: Young Learners

- 1 the promotion and encouragement of **creativity** in the classroom
- 2 a natural opportunity for **pair** or **group** work
- 3 an accommodation of everyone's ideas and **contributions**
- 4 language is produced for '**useful**' purposes
- 5 **motivational** (extrinsic and intrinsic)
- 6 a fun and engaging way to practise all **four skills**
- 7 **any visual** can prompt spoken or written single sentence or short story work.
- 8 creating a different story > use formulaic **story plot stages**
- 9 story work provides for **visual, aural** and **kinesthetic** learning approaches
- 10 **creative, collaborative, communicative** and **fun!**



## Last thoughts..

### To feel happy and motivated, our young story-makers need to:

understand what's happening and **think**, 'I can do this!'

**feel** confident that they can add something of their own to the activity.

**know** they are being taught the right language to talk about their own lives and interests.

**do** different activities in their minds and bodies.



**Have fun!**

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- Eight stories per level
- Integrated skills practice (including Speaking) prepares students for test tasks
- Comes with Home Fun Booklet

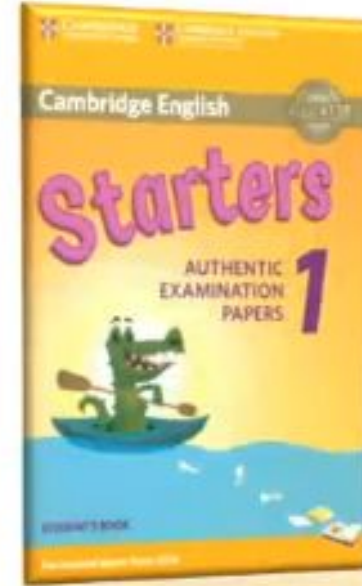
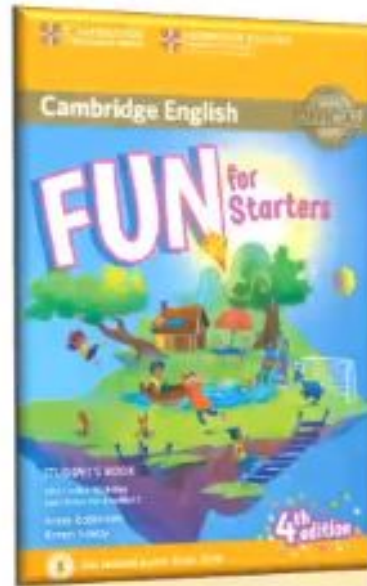
# Fun for Starters, Movers and Flyers



- Perfect to complement general English courses
- Complete with online activities and Word FUN World app



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# WORLD OF FUN



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Here you'll find everything you need to know about the revised 2018 tests, as well as a wealth of fresh ideas, tips and materials to make preparation FUN for all.

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(YLE Starters)

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