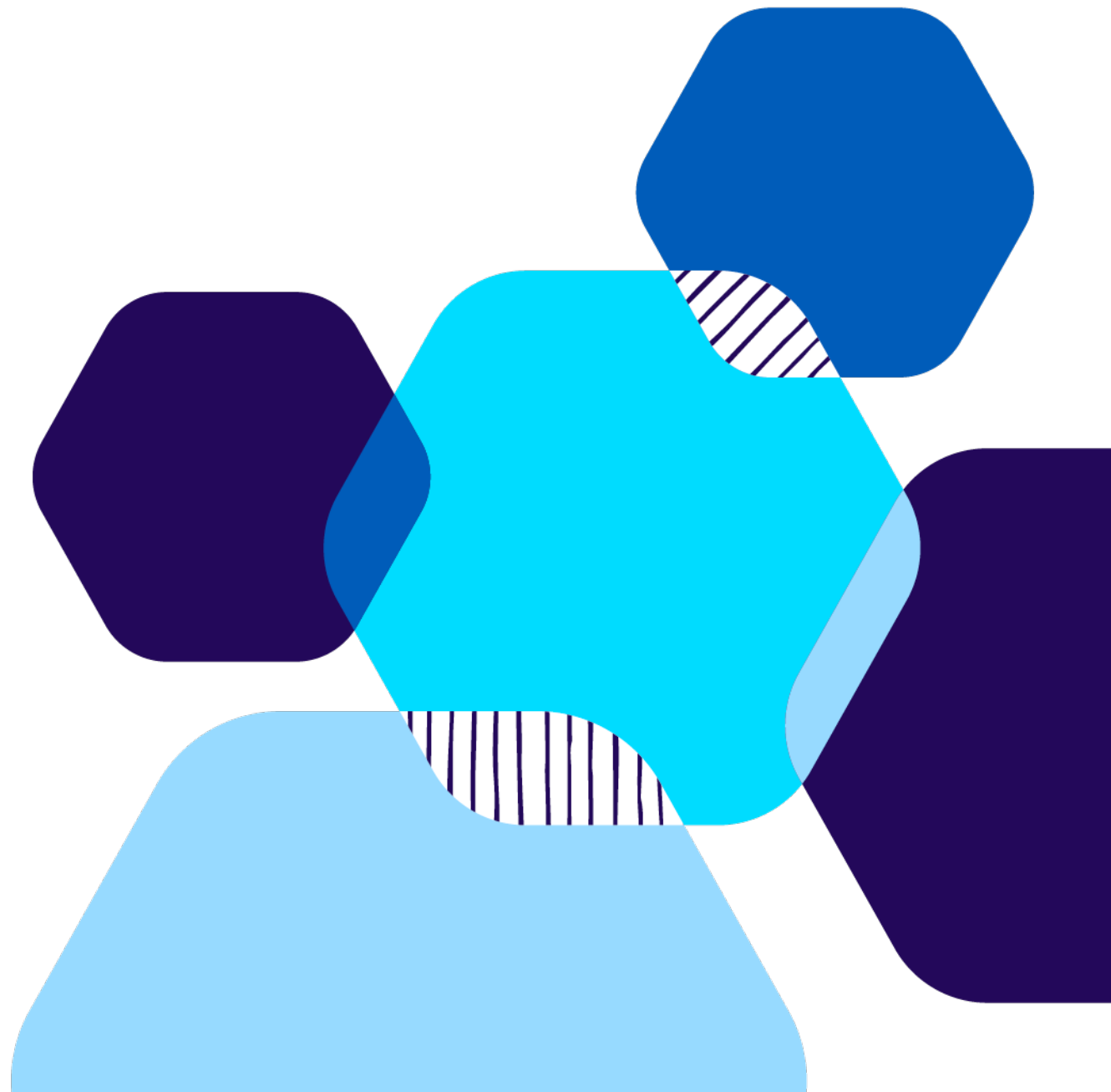


Teaching English

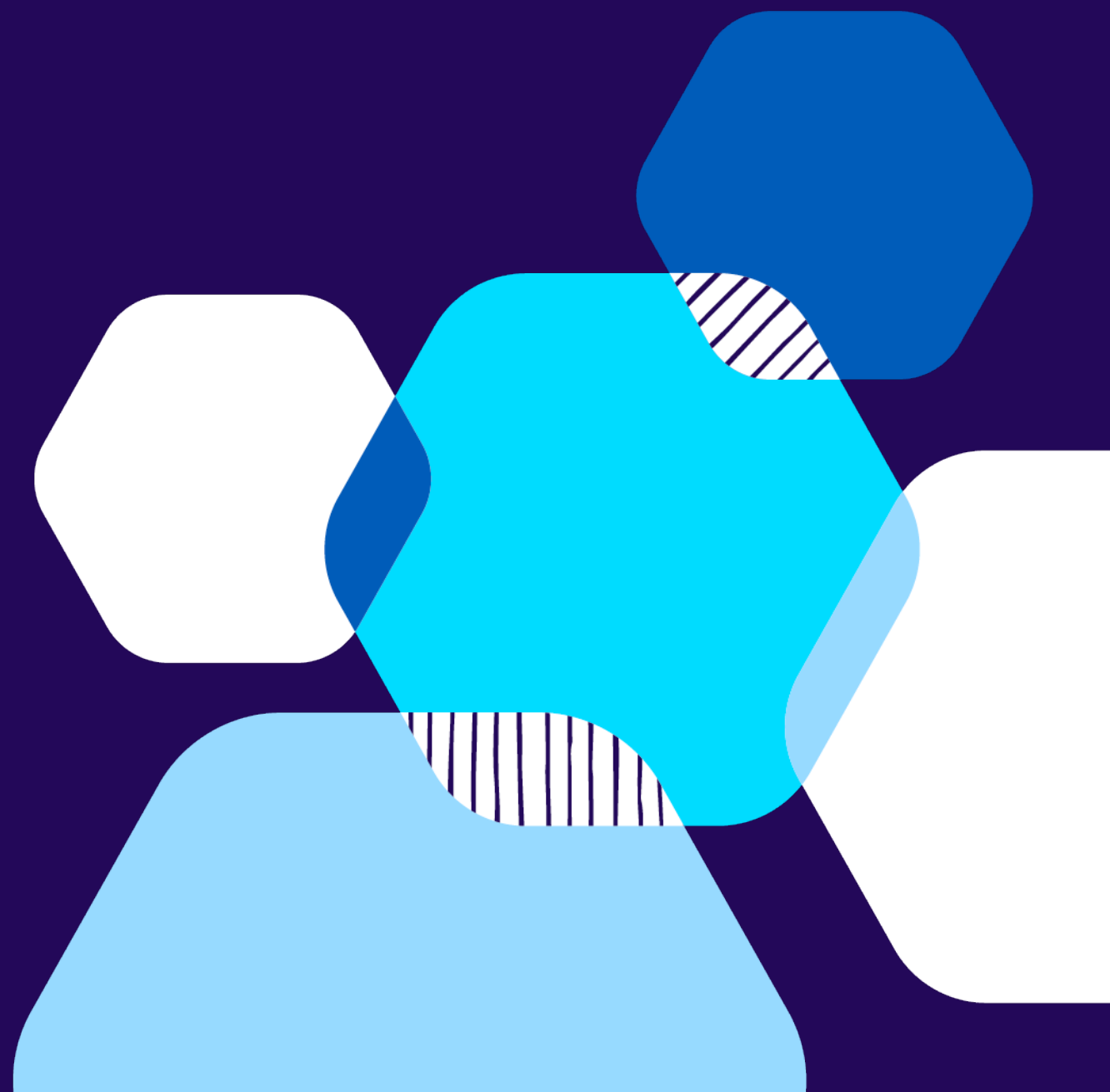
Using 'story'

February 2023

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# 1. Speaking Task

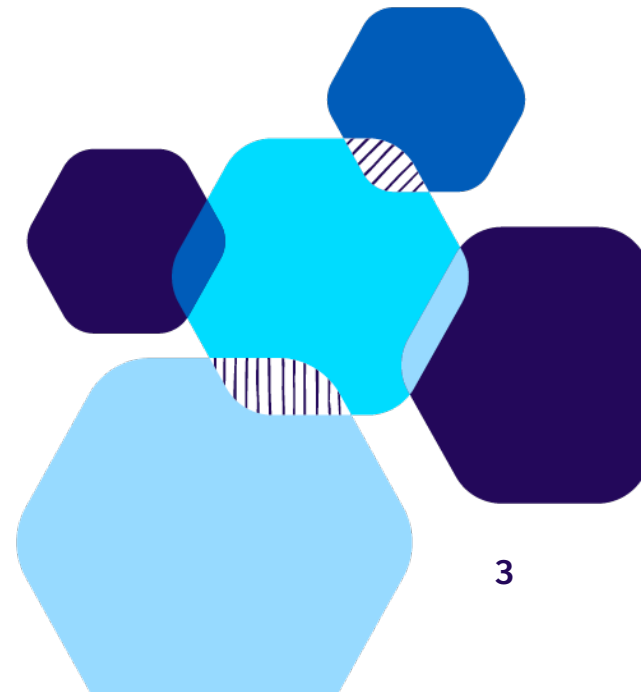


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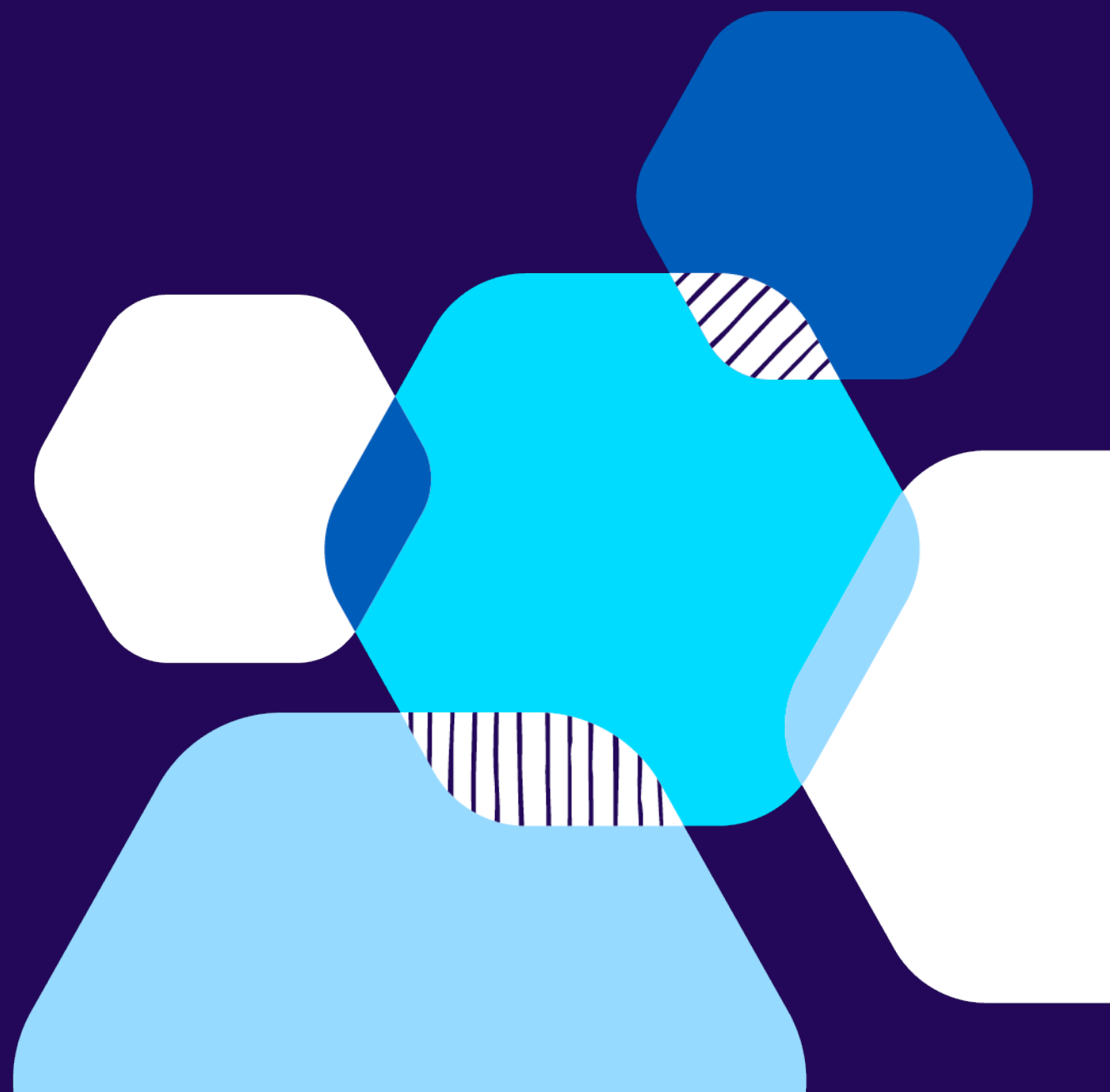
# 1. Speaking task

**Discuss the following questions in small groups.**

- What are the characteristics of a good story?
- What are your favourite types of story? What is it that you like about them?
- What do you think makes a good character in a story? Who are some of your favourite characters?
- Do you prefer to read or listen to stories? Why?
- Do you think there are 'universal stories', which are similar in all different cultures?



## 2. Grammar task

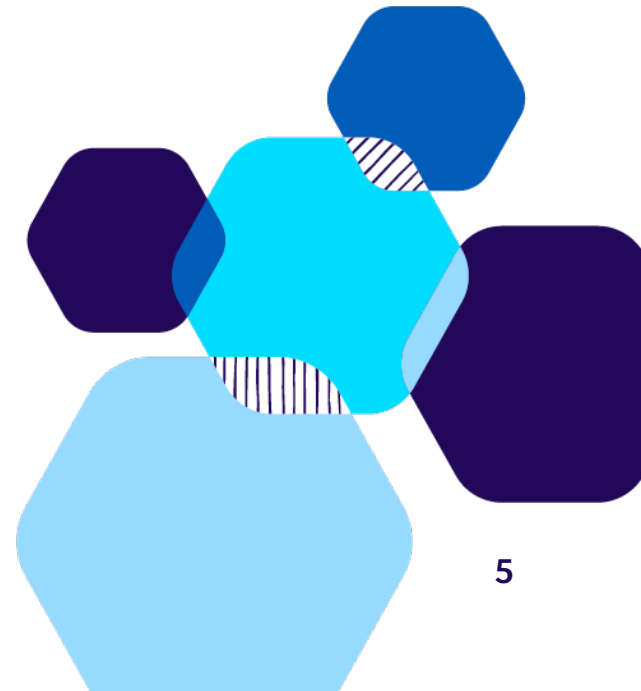


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# Style and word choices

## What grammatical choices have the speakers made in these sentences? What impact does this have on the listener?

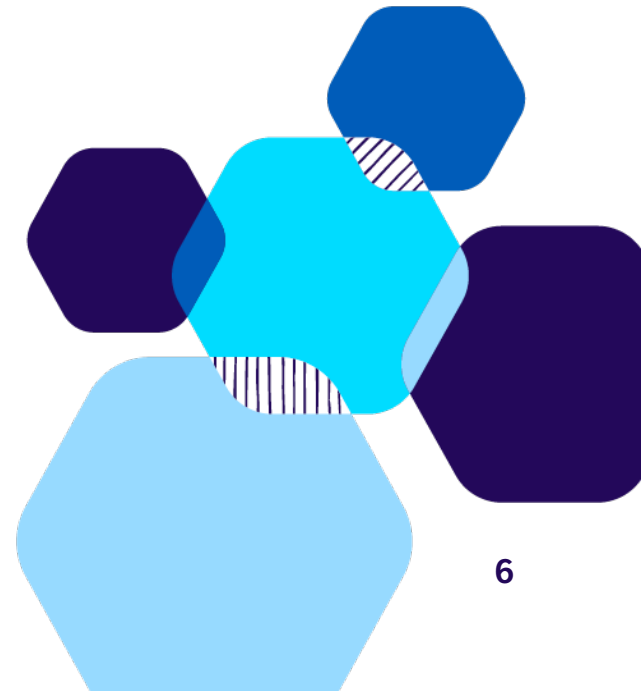
1. If I can give you one more thing, is don't go for the remarkable. Try and find the stories which are unremarkable, but meaningful.
2. I always think it's impossible to teach without using story in some way or another because it's there in the authentic materials, it's there in the people, it's there in the language.
3. Storytelling is the thing and story is the thing that we do.
4. We have to lead by example. We have to stop being scared of talking for short periods of times.
5. If you've got 15 students in your class, you've got 15 different narratives taking place at once there



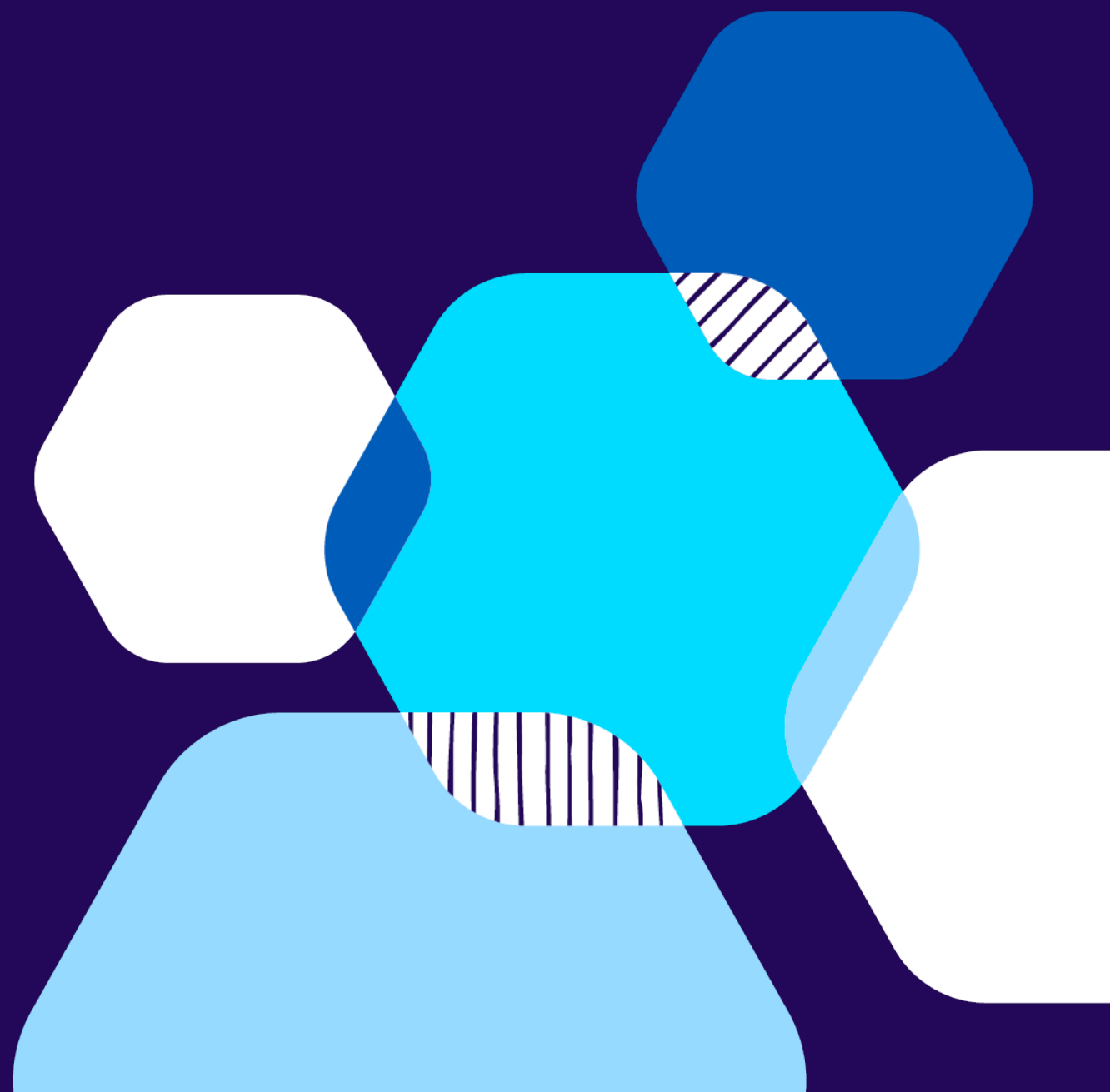
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# 3. Language task

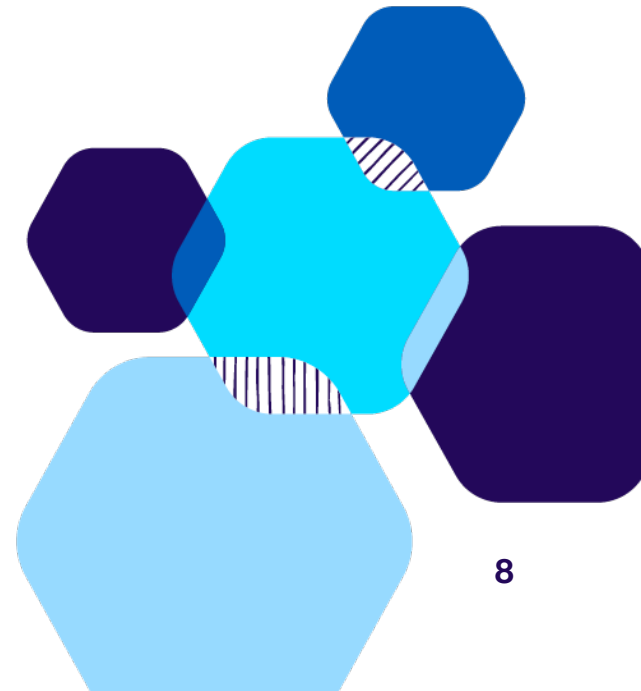


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# Advanced language

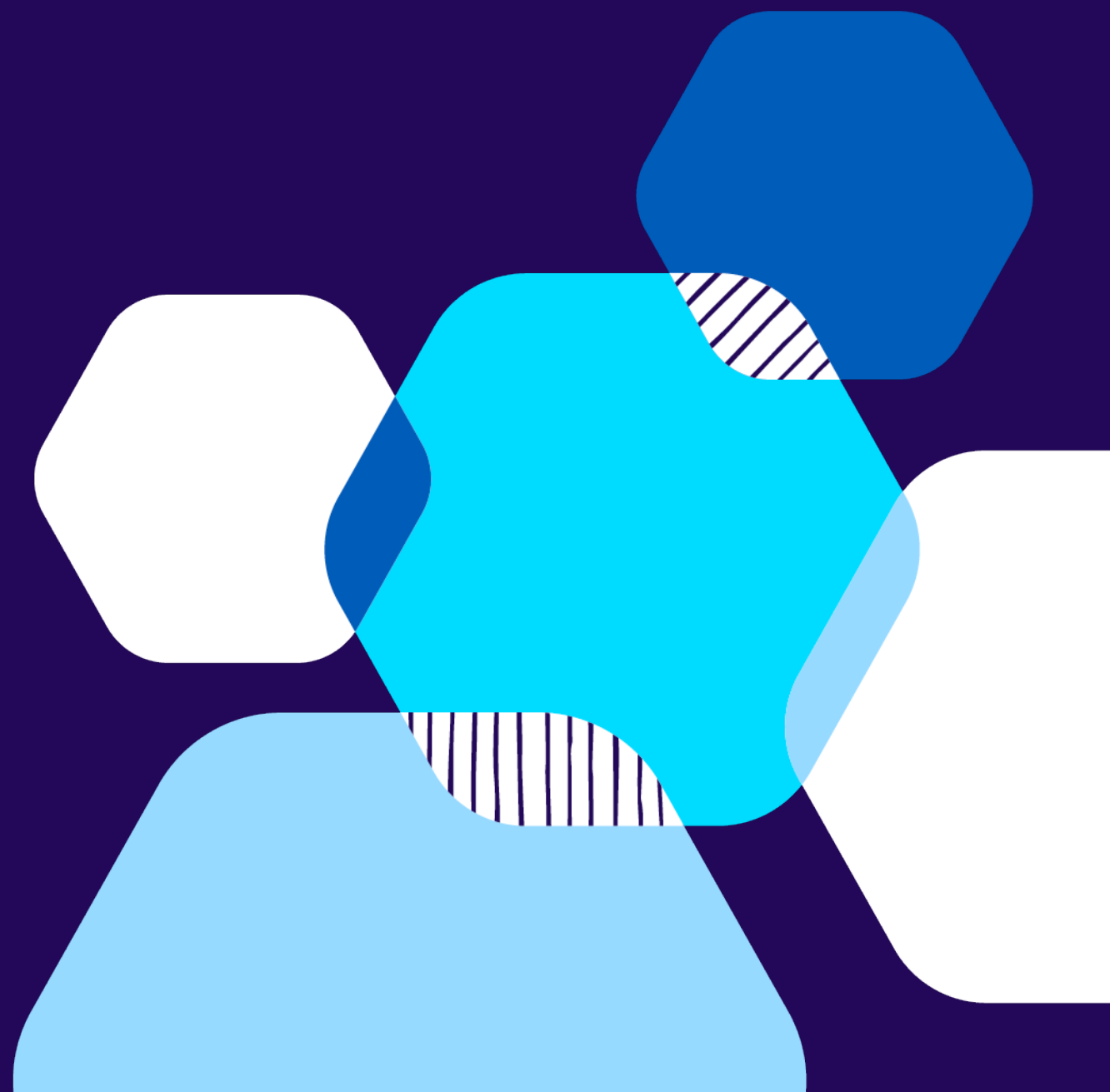
The following sentences include C2-level words. An 'equivalent' lower-level word is given in brackets afterwards. What would be the difference in meaning in the sentence?

1. When a teacher comes to the classroom and tells a story, I find it very **intriguing** and I would listen to them more carefully. (*interesting*)
2. If you've got 15 students in your class, you've got 15 different **narratives** taking place at once there. (*stories*)
3. [I] try to **incorporate** into the text some of the target language. (*include*)
4. All good storytellers make that part completely, well, it's invisible but not apparent either. And that's an **illusion**. (*trick*)
5. When students **flourish**, they're very happy. (*succeed*)





# 4. Listening task



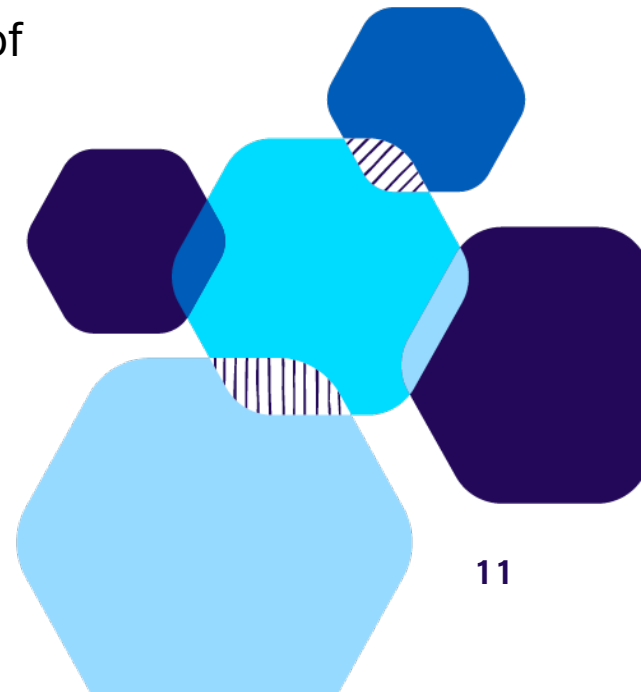
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# Listen to the following extract from the podcast, and answer these questions.

1. What is the main idea of the text?
2. What is Jamie's opinion on teaching adverbs of frequency in a traditional way?
3. What is Jamie's approach to teaching language through a story?
4. How does Jamie believe students react to being told the objective of a lesson?
5. What is Jamie's overall message about teaching language?

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Everything that we do that they do, can be done. It's just a case of strengthening the narrative or recognising the story aspect within it. To give you an example back here, I'm not saying that if the requirements dictate that we have to teach adverbs of frequency, I'm not saying we should not I'm just saying there's different ways to do it. Don't let your students know that's where they're going, for example. I mean, if I would prefer to go into the classroom and tell students a very short story about something that I do, and try to incorporate into the text some of the target language in this case adverbs of frequency that students are then required to, to look at and after the story after the discussion, then we could see finally look at this language. I think, you know, as soon as you state your objectives at the start of the lesson that's going to kill the story. A lot of students all over the world need to know what their objectives are, and I know that. But not all of them, I think that's an easy excuse for teachers to make, that my students needs to know and expect this and I know, I've got lots of experiences of students and I don't think that they always do need to know that I think the students like a bit more of a surprise, they like that curiosity to be nurtured. So it's not about saying you take all this, throw it out the window, it's about doing what we do, but doing it better, and doing it better specifically, by recognising the story and strengthening the narrative that accompanies it.



# Using 'story'

