

Telling a story

Topic

Storytelling

Aims

- To develop fluency in storytelling
- To develop understanding and accurate use of a range of narrative tenses

Age group

Teens

Level

B1 +

Time

60 + minutes

Materials

- Telling a story student worksheet

Introduction

The use of narrative to tell stories and anecdotes forms an important part of our everyday communication. During this lesson students will have the opportunity to develop both their accuracy and fluency by creating and then telling a story. They will then have the chance to develop their understanding of a range of narrative tenses by focusing on both the meaning and the form of the structures.

Procedure

1. Speaking task 15-20 minutes)

- Give students worksheet A and ask them to read the questions and look for any words they don't understand. As students read through the questions they will be forming a mental framework of the story they expect the questions to be about.

	<ul style="list-style-type: none"> • Check they understand three key words: wings, angels and priest. You can do this by making a quick sketch on the board and asking what they are. • Tell the students that the questions are all about a story, but you don't have the story and that they must invent the story for you. Put them in pairs to do this and tell them that they must do it together speaking, and not write anything down. If students really struggle, you could let them make brief notes, but emphasise that this is an oral activity. • Monitor and help out with any vocabulary that the students need - writing it on the board. If students need help, remind them to use the past tenses. Tell students that they are going to have to tell their story to someone else, so encourage them to ask for any vocabulary that they might need.
2. Speaking task 2 (15 minutes)	<ul style="list-style-type: none"> • Now ask students to change partners and tell their version of the story to each other. • Monitor and make a note of any errors or good uses of vocabulary. • When both partners have told their story, ask them which story they preferred. • Ask some questions from Worksheet A around the class to check that students have used the correct verb tenses.
3. Task 2 - Concept checking (10 minutes)	<ul style="list-style-type: none"> • Ask students to look at Task 2 on the worksheet. There are three example sentences. Ask students in pairs to read the sentences and match each one to the concepts, a, b, c. Check answers (1. b, 2. c, 3. a) • Write the three sentences on the board and ask students if they can identify the different verb tenses (1. past perfect continuous, 2. past continuous and past simple, 3. past simple). If necessary review how these tenses are formed.
4. Task 3 - Past tense review (10 minutes)	<ul style="list-style-type: none"> • Now students should complete the sentences in Task 3 in any way they like using the verb tenses. This is a freer practice exercise to check that they have understood both the form and use of the past tenses. Do the first sentence as an example - <i>e.g. Jenny was coming home from work when she met her ex-boyfriend.</i> Students can work in pairs - encourage them to be creative, monitor and then ask for feedback on the sentences, correcting any errors with the use of the tenses.
5. Task 4 - follow	<ul style="list-style-type: none"> • Ask students to write the story that they invented in task 1. These can be

**up / optional
homework (25 -
35 minutes)**

displayed around the classroom or collated into a mini anthology. This can be done either in class or at home.

Contributed by

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