

**Author:** Victoria Nicolau García, English teacher

**School, country:** IES Valsequillo (Gran Canaria, Spain)

**Level:** 2º Obligatory Secondary Education (13-14 years old)

**Subject:** English Language

**Title of the activity:** Tell me a story

**Justification and description of the activity:** Telling stories has been a motivating activity in all stages of learning. The material that students will use is based on three adapted stories of different level of difficulty, so that we can cover the varied levels of English in the class. The stories are “Lady Godiva”, “John Appleseed”, “Tom Blood” and “Lord Bao”.

### Sequence of activities:

- 1) **Warm-up activity, presentation of Learning Situation and making the groups** Students see the story of Hansel and Gretel ([www.youtube.com/watch?v=m3XrzTiFxfY](http://www.youtube.com/watch?v=m3XrzTiFxfY)) and talk about important aspects of story-telling: intonation of different roles, grading the voice in important sections, characterization of different roles. We form the different groups of 4 or 5 students. Students with less level will be distributed in the groups, since they can fulfill the tasks related to their language level, and with the help of their mates. It's very important to name a “boss” of the group who will be the link with the teacher. The teacher's role is being a guide, controlling that the instructions are understood, and that all the students are included in the task.
- 2) **Reading the text and matching.** Groups have to read the texts and match the images with the texts. In a first approach, the group can make a list of the difficult words that they consider necessary for the whole understanding. Dictionaries will be provided so that students with low level can be in charge of looking for meanings of unknown words and giving the information to the group.
- 3) **Checking matching.** Once they have matched the pictures with the texts, the audio of the story will be provided to each group so that they can check if the results are correct.
- 4) **Designing the story.** When the results are correct, they have to convey the way of presenting the story to the rest of the class. Materials such as cardboards, scissors, crayons, glue, etc to assemble the story. They should come to agreements from the final design point of view, and the role of each of the members of the group. Once more, students with low level will select that task more appropriate to their capacities. They should also distribute which part of the story will be in charge of telling the rest of partners. All of them have to participate. The audios will help them with difficult words. Students with difficulties can read their part.
- 5) **Telling the story.** PPTs (power point presentations) of the stories without texts will be provided to make them this section easier. They can use their own words to tell the story. Intonation and all aspects we analyze in the warm-up activity are useful.

### Products / instruments of evaluation:

- ✓ Final design of stories (one per group)
- ✓ Oral performance of stories
- ✓ Observation of tasks fulfillment during working in groups.
- ✓ Worksheet of co-evaluation of each student's work in the group.

**Sessions:** 4 sessions of preparation of material. Sessions of presentation of final product (story-telling) will depend on number of groups.

**Grouping:** 4 or 5 students each group of different level. Try not to repeat the stories if possible.

**Resources:** Photocopies, dictionaries, smartphones, headphones, projector, computer.

**Spaces / Contexts:** Classroom

**Recommendations of the authors for putting it into practice:**