

Old Favourites

Workshop 1: Yvonne Hynson April 2006 Crown Institute Auckland, NZ

'Once upon a time' Morgan and Rinvoluceri CUP 1983

This book is probably on the bookshelf and neglected or falling apart with overuse! Have you ever used it? Two of my favourites are 'Soupstone' and 'Goldilocks and the Three Bears'. These will be demonstrated for you. The other activities are inspired by suggestions in the book or are adaptations. They have been used for over twenty years so have a high success rate. The best advice from the above book is mumble! This preparation cannot be overstated! On the train, bus or wherever, move your lips with the storytelling and imagine yourself telling the story at the same time. Paperless lessons are a necessary trick to have up your sleeve!

Preposition Text - beginners

- to be elaborated for higher levels:

Listen and repeat in chunks:

Once upon a time
there were three (NAUGHTY) little boys.
One night at 3 am
they got out of bed
went to the window
went down the tree
over the wall
round the lake
through the trees (WOODS)
between (or under) the rocks
and up Ghost Hill.
SUDDENLY "Hooooooooo!!!"
They went (REALLY FAST) down the hill,
under the rocks, through the trees,
round the lake, over the wall, up the tree
and back into bed.
They never went out at night again!

Retell in groups and writing, possibly
for homework?

Collocation with have

This activity grew out of Penny Ur's Box 32, 'Grammar Practice Activities' CUP 1988. This is your chance to practise making a mind map! The list has been categorised (by me) into five main groups: fun (informally symbolised by the cap and formally by the top hat), the 5 senses, health, food and drink related.

For higher levels I also add education and activities. After eliciting and adding to this map, divide students into two groups for 'Round Robin' story creation (where each student adds one sentence to the story). This can be structured with elicitation of sequencers, connectors, adverbs and adjectives to make it more exciting etc. OR NOT. The students must write the story as they go, so they each have a copy. A group begin: "Yesterday I had terrible bad luck!" The aim is to use as many of the 'have plus noun collocations' as they can. You guessed it! B group begin: "Yesterday I had fantastic good luck!"

Set a time limit. Now elicit and drill the following:

Oh, that's terrible! Oh no! What a pain! What a nuisance! Oh really?! I don't believe it and appropriate bonding body and para language...etc

Wow! You're kidding! That's amazing, (wonderful, terrific, awesome !!) and appropriate bonding body and para language...etc

Now put one student from each group together and each should respond to the other's story.

Lies - and keep a straight face while you're at it!

This activity involves you telling an anecdote/true story which you are comfortable with adapting. Draw 2 simple sheets on the board like mine. Group A has simple pictures - about 4 with arrows to indicate start of the story. The other group has key words. While group A are being told the story, group B are making questions to ask you from the key words. Tell 5-8 differences between your story for A and B, as simple as time, colour, date or more sophisticated for higher levels. While A are retelling the story to each other (after you have finished), you are answering questions then retelling the story with different details to B group. Elicit gambits for finding discrepancies from as basic as, "Really that's different/Yes that's the same!" to "That's not what we heard/we were told/she said! or Yeah, that sounds the same!" etc. Drill with appropriate intonation and put one student from A and B together to find the discrepancies. Groups recap to check they found all the different details. By adapting a true story, it is easier to tell but sometimes a little harder to lie about. Exaggeration is the key.