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**Name of Activity:** Storytelling (The name of the story: In a dark, dark town)

**Target learners:** Third graders in state elementary school

**Time required:** 57 minutes

### Aims

- 1 Help students learn and remember the material for the Exam
- 2 Keep students' interest in learning English free from being hurt by exam-driven targets
- 3 Develop students' receptive and productive skills.

### Materials required & pre-lesson preparation

Language: "There is..." "There are..." "Are you scared to ...", "Are you brave enough to ...",  
Preparation: The teacher prepares (1) thirty cards; each card has the a word with a picture which explains the meaning of the word on it (There are six words, which are: a town(5 copies), a road(5 copies), a house and a door(5 copies), stairs(5 copies), a room (5 copies) a cupboard(5 copies)). (2) the story copy(30 copies) (3) a handout for review ( 30 copies)

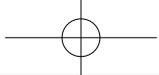
### In class procedure

#### 1 PRE-TASK (estimated time:17 minutes)

The teacher divides students into five groups. Each group has six members; one of them is chosen to be the leader, a strong student to summarize the thoughts of his/her group and support to the weak student(s) in the group.

At the beginning, the teacher asks students how they feel when they are 'in the dark'. 'Are you scared/ brave enough to walk in the dark?' Then, he/she shows how he/she feels in different ways (scared and brave) with appropriate tones to response the question.

The teacher gives each group six pictures. Each student has a picture. Then he/she gives a situation: Your mother asks you to go to your grandma's home to collect some stuff and take it back. Your grandma might not be there when you arrive at her house. You have to find the stuff yourself. However, you played computer games with your friend and forget the time. When it is getting dark, you suddenly realize you haven't finished your work. Your friend and you walk to your grandma's home in the dark. You have been there before but are not familiar with the way to her home. I will give you a clue to find the way to your grandma's home and the place where the stuff is. Each picture in your hand shows a place you will pass as you find your way to your grandma's home and look for the stuff. Give the pictures in the right order. The students have the picture of a town, a house and a door, a road, stairs, a room and a cupboard. They cannot show the picture in their hand to other partners. They have to ask questions of one another to work out the right route to get the stuff. To do this, they need a



pen and a paper to record what pictures their partners have.

The teacher gives an example to ask a question. 'Excuse me. What picture do you have?' 'I have a \_\_\_\_.' The students begin asking questions each other and find out all the places the group has. After discussing with one another, the leader of each group will summarize their thoughts and write it on paper. To complete their work, every member of a group has to speak. If weak students have difficulty answering the questions, he/she can draw a picture on paper, and the leader of each group has to help him/her by saying "You have a \_\_\_\_." The weak student can repeat by saying "Yes, I have a \_\_\_\_." Or just nod his/her head to express approval.

## 2 WHILE-TASK (estimated time: 12 minutes)

The story chosen is full of repetition of words and phrases. The teacher reads through the story without giving the ending. He/She gives each student a copy of the story. He/She asks the students to check if they have worked out the right order according to the story. If they are correct, the whole group wins a point. Then he/she asks the students to guess the ending. He/She asks the students to listen to the story carefully again to find clues. The students draw or write their guesses. They make the guess individually. After reading the second time, the teacher gives the ending and asks students to check who has made a correct guess. Students who make a correct guess will score a point for his/her group. They read the story together in two different ways, one scared and one brave. The teacher reads the story again; sometimes he/she just moves the lips without voicing. Then he/she asks the students which sentences were missing while he/she read.

## 3 POST-TASK

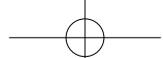
**A ROLE PLAY** (estimated time: 18 minutes)

Each group has to do role play in front of the whole class. The teacher explains how to do role play. While each group presents their role play, each member of another group holds the picture showing different places but not in the right order as the story indicates. The group which is doing the role play will go the right order of the route according to the story. To do this job, they can refer to the handout of the story. Before a group does role play, the whole class asks the group a question: 'Are you scared to walk in the dark?' If the answer is 'Yes, I am scared to walk in the dark', the group will read the story in a scared tone and express how they walk in the dark with scared gestures and movements.

However, if the group answers the question by saying: 'No, we are not scared to walk in the dark. We are brave.' they will use the brave tone to read the story and do role play showing brave gestures and movements.

**DRAWING AND WRITING STUDENTS' OWN STORY** (estimated time: 22 minutes)

When all groups finish the role play, the teacher gives students a handout for review. Then he/she asks the students to draw pictures writing the key words under each picture, and writing some sentences on the paper to describe their own stories. The teacher will spot check and



act as a supporter if anyone needs it.

After finish the drawing and writing, everyone reads his/her work in front of the whole class and has their work stuck on the wall of the class.

Variations: It depends on the level of the students. Teachers can run the whole stages of the task or make some adjustments to it. If the students have a higher level of English, teachers can ask them to write and draw their own storybooks. The teacher makes an exhibition of storybooks at the back of the classroom and has all the students he/she teaches give a score to the storybooks. The scores serve as feedback for the writers of the storybooks.

The text of the story is as follows:

In a dark, dark town

There is a dark, dark road.

In a dark, dark road,

There is a dark, dark house.

In a dark, dark house,

There is a dark, dark door

Go in the door,

There are dark, dark stairs

Go up and up and up and up

The dark, dark stairs

There is a dark, dark room.

Go in the dark, dark room,

There is a dark, dark cupboard,

Open the dark, dark cupboard

What's there?

### Follow up

1. After going through the above activities, most students should be familiar with the text of the story. As a result, these activities might help students memorize the learned material to pass exams while also keeping their interest in learning English.
- 2 Some higher-achieving students can make their own story after these activities.
- 3 Some students who are good at painting can draw a picture book based on this story.



## A Handout for Review

### In a dark, dark town

Please read the story and choose the right sentence and copy the sentence to fill in the blank.

Example:

There is a dark, dark door.

Go in the door.

(1)Go in the door.

(2)Go in the dark room.

A In a dark, dark town

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(1)There are some dark, dark stairs.

(2)There is a dark, dark road.

B There are some dark, dark stairs.

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(1)Go up and up and up and up.

(2)Go in the door.

C There is a dark, dark cupboard.

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(1)Go in the dark, dark room.

(2)Open the dark, dark cupboard.