



### Let's enjoy stories Session 3

**Objectives:** To tell the story all together, and to make a storymap to support the independent telling of the story.

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<b>les quatre saisons</b> au printemps en été en automne en hiver	<b>les quatre saisons</b> au printemps en été en automne en hiver		Practise key words from the story using flashcards and gestures to support understanding.	5 mins
<b>les sports</b> il/elle joue au foot il/elle joue au tennis il/elle joue au rugby il/elle joue au golf il/elle joue au pingpong il/elle joue au hockey il/elle joue à la Wii	<b>les sports</b> il/elle joue au foot il/elle joue au tennis il/elle joue au rugby il/elle joue au golf il/elle joue au pingpong il/elle joue au hockey il/elle joue à la Wii		 Ask the learners what they can remember from the story, and explain that they are going to learn to tell it themselves.	5 mins
<b>les adjectifs</b> paresseux ennuyeux boueux dangereux fatigant difficile facile	<b>les adjectifs</b> paresseux ennuyeux boueux dangereux fatigant difficile facile		Without showing the learners the text, practise the story again, using the Ppt with no text. The learners 'read' the pictures from left to right, as you would read a book. Tell it a few times to build confidence and help with memorising.  When the learners are quite confident in telling the story with the Ppt to support them, ask them to stand in groups round the table and tell the story in unison. If you would still like to give them support, the flashcards could be on display in the correct order, or the Ppt could be left on the screen. Everyone should continue to do the gestures as they tell the story.	10 mins  5 mins
			 Explain that they are now going to create a 'storymap' of the story. This should be done individually, but support can be provided for those who need it. The storymap should be a series of pictures showing the story in the correct order (example Ppt provided). By doing this, the learners are remembering the story themselves, and creating their own aide-mémoire, without needing to write it	25 mins

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			<p>down. You will see that many of the pictures on the example storymap are different from the flashcards. That is to emphasise that learners should do their own pictures, things that will be meaningful to them, as everyone will have different ideas for the best picture-prompts. With adult learners, this may seem time-consuming, and you may find a way of speeding up the process or asking learners to make a storymap in between training sessions, depending on the group. However, in the classroom this step should not be omitted as it is very helpful in the memorisation process.</p> <p>When the storymaps are complete, the learners should tell the story again, using only their storymaps for support. This can be done in pairs, groups or as a whole class. Different groups can take different season-sections so the story is shared around the group.</p>	10 mins



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