Five ways to teach with real stories

National Geographic Learning

Paul Dummett

Paul Dummett is a teacher and writer based in Oxford, UK, where he ran his own school teaching English to professionals from 1996 to 2006. He currently teaches refugee children in Palestine and Jordan with the Hands Up Project. His main interests are the use of images and narrative in language teaching and how these can aid deeper learning and memory. Seeking out writing projects that explore these interests he has found a natural home at National Geographic Learning, co-authoring titles such as *Life* and *Keynote* and acting as a Course Consultant for *Look*, a seven-level primary series. He enjoys travel, exercise and live music/spoken word performance.

What narrative provides

- a structure to follow

- a social context

- the ability to absorb detail and see the wider picture

- integration of the new with what has already been learned

- concrete examples for abstract ideas

Narrative Intelligence

- Organize, sequence & show connections between events

- Prioritize events

- Understand and convey a central idea / theme

- Recognise different perspectives

- Understand character and human experience

Narrative intelligence study

"To recruit qualified instructors, language schools can incorporate narrative performance as one of the criteria of selecting effective instructors."

Pishghadam et al. 2011

7e The Invisible Man

Writing a news report

1 Read the advice given to journalists below. Then look at the photo and title of the article and, with your partner, write six questions.

> A good news report should answer the five *W*s and the *H* – *who, what, where, when, why* and *how* – as quickly as possible for the reader before giving further details or information.

2 Read the news report and check your answers. Did you find the answers quickly?

3 Which paragraph does the following:

   a gives the writer's opinion?
   b gives essential information?
   c explains the details?

4 **Writing skill cautious language**

a News reports (and academic reports) use cautious language when the information given cannot be verified 100%. Find an example of each of the following types of cautious language in the report.

THE
INVISIBLE **MAN**

In his work created in the summer of 2011 at his Beijing studio, Chinese artist Liu Bolin blends into a background of a supermarket soft drinks display. When his assistants had finished painting him in, he seemed to have disappeared. Entitled 'Plasticizer', the piece expresses

The 5 *W*s and the *H*

- Who?
- What?
- Where?
- When?
- Why?
- How?

The 5 Ws and the H

The Invisible Man

In his artwork created in the summer of 2011 at his Beijing studio, Chinese artist Liu Bolin blends Into a background of a supermarket soft drinks display. When his assistants finished painting him in, he seemed to have disappeared. Entitled 'Plasticizer', the piece expresses Bolin's shock at the discovery of plasticizer in food products. Plasticizers are additives generally used to make plastic and other non-food products less rigid.

Active listening: gist and detail

Social context: perspectives

John and Barney

Retelling from different perspectives

Work in groups of three. Cover the text. Then retell the story from the perspective of:

- A John Byrne

- B The 18-year old youth

- C A member of the emergency services

Integrating new and old

Key words

- Ξεπέρασε (xeperase)

- Τυφλός (tyflos)

- Γλώσσα (glossa)

- Αυτιά (aftia)

- Κλίκ (clik)

- Ηχώ (icho)

- Νυκτερίδα (nykterida)

Collaborative re-telling

An amazing trick

Adapted from *Rich Hall, Things Snowball (Abacus, 2002)*

Mozart

Eine kleine
Nachtmusik

Soup

Red lentil
Coconut, tomato
w/ cucumber & mint
yoghurt

ESPRESSO

with WATER { 6oz Long Black
{ 8oz Americano

with MILK { 4oz Piccolo
{ 5oz Trad
{ 6oz Flat
{ 8oz Ca

Bonsoy, decaf, extra shot

with MILK

without MILK

CASH
ONLY

HOT CHOCOLATE
JUICES

$250,000

"Why?"

"Oh, I'd never sell the frog. He's far too good a ventriloquist."

Concrete examples of abstract ideas

Kahneman describes our brain as having two systems: System One, where we form intuitive responses, and System Two, where more conscious, deliberate thought occurs. The problem is that on many occasions, System One is always trying to help System Two, often with imperfect information. And so the result can be imperfect.

Thinking fast and slow

- You can either have £500 for certain, or have a 50% chance of winning £1,000. Which would you choose?

- You can either lose £500 for certain, or have a 50% chance of losing £1,000. Which would you choose?

Elements of narrative

- What was the key moment in the narrative?
- Who was the conflict between?
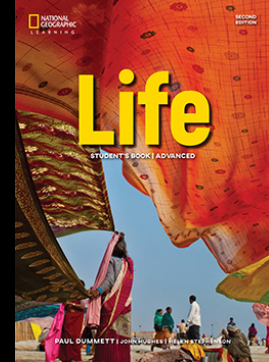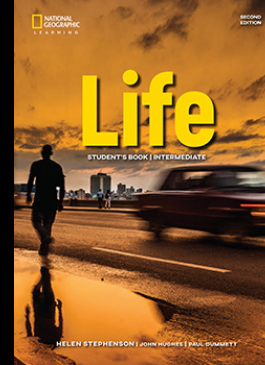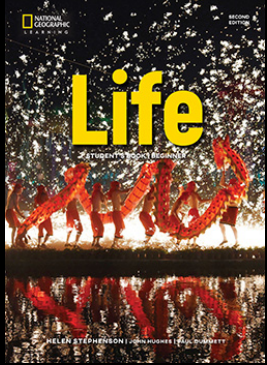- What happened
  next?

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