

## Picture the story

**Level:** All

**Age:** 4-12

**Organization:** whole class, (pairs)

**Aims:** To describe a picture from a story; to predict what happens in the story before and after the moment in the picture; to create interest and attention in listening to a story; to listen and compare the story with your predictions.

**Language focus:** *In the example:* present continuous, past simple, there is/are making predictions with *perhaps, maybe, going to*

*Alternatives:* present perfect, past simple

**Materials:** *Essential:* a picture depicting a moment in a story (e.g. an enlarged copy of the picture from *The Boys and the Bear* blow, adapted from Aesop's fable)

### Procedure

1. Show children the picture and ask them to describe it in detail. Use this as an opportunity to pre-teach vocabulary in the story if necessary.
2. Explain that the picture is part of a story. Ask the children to predict what they think happens in the story before and after the moment in the picture. Ask questions to stimulate their ideas, e.g. *Why is the boy lying on the ground? Is he dead? Did the bear kill the boy? What is the bear going to do? Why is the boy in the tree? Did he escape from the bear? How? What is the boy in the tree going to do?*
3. Once the children have elaborated their ideas about the story, say *Let's listen* and find out! Read or tell the story once.
4. Get the children to compare what happens in the story with their predictions.
5. Ask them what they think is the moral of the story (e.g. a true friend never abandons you in danger).
6. Follow with further work on the story as appropriate

### **The boys and the bear**

One day two boys, David and Alex, were going for a walk in the forest. Suddenly they saw a big, brown bear coming towards them. David ran away quickly and climbed a tree. But Alex didn't have time to run away.

The bear came nearer. Alex was terrified. He lay down on the ground, held his breath and pretended to be dead. The bear looked uncertain. It walked up to the boy lying on the ground and touched him with its paw. Alex didn't move. Then the bear walked round sniffing the boy's body but still Alex still didn't move.

Finally, the bear put its mouth near the boy's ear and sniffed several times. It then walked away into the forest. Alex waited until the bear disappeared and then stood up. He was shaking with fear.

David climbed down from the tree. He asked Alex what the bear said to him before it walked into the forest. Alex looked at David slowly and replied, 'The bear said to be careful of friends who abandon you when you are in danger.'

### **Comments and Suggestions**

- This activity develops children's imagination and ability to interpret a picture. It also creates a motivating purpose for listening to the story.
- Instead of the whole story, you may like to tell the children the first three paragraphs only. Children work together in pairs and invent and write their own endings. The pairs can then take turns to read their endings to the class and vote for the one they like best.
- With younger children, it may be appropriate to use a picture from a story that is already familiar to them in L1, e.g. a picture of the wolf 'grandmother' sitting in bed from Little Red Riding Hood. This activates children's knowledge of the story (in L1) and prepares and motivates them to listen to it in English.