MORE STORIES, PLEASE!

Speaking Based on Stories



From Listening to Prediction, Discussion and Retelling

Opening Question

- What usually happens after a listening text ends?
- Do learners only answer comprehension questions?
- Can that moment become the beginning of speaking?

Why Stories Support Speaking

- Stories create characters, sequence and curiosity.
- Learners naturally want to know what happens next.
- A story gives learners something meaningful to talk about.
- Prediction and retelling recycle language naturally.

The Classroom Framework

- **LISTEN** - Students listen for the main idea. Do not overload the first listening with too many questions.
- **CHECK** - Ask a small number of clear comprehension questions.
- **PAUSE** - Stop before the story gives away the next important development.
- **THINK** - Give learners a few seconds to organize ideas.
- **SPEAK** - Ask prediction, opinion, personal-response and problem-solving questions.
- **CONTINUE** - Play or read the next episode.
- **COMPARE** - Ask: Was your prediction correct? What was different?

The Pause Principle

Pause the story before you give the answer.
Give learners a reason to speak.

Question Types

- **Comprehension:** What happened?
- **Prediction:** What may happen next?
- **Opinion:** Was the choice a good one?
- **Personal response:** What would you do?
- **Retelling:** Tell the episode in your own words.

Main Demonstration: The Secret of the Old Mill



- Play or read Episode 1 for gist.
- Ask a few comprehension questions.
- Pause before the explanation.
- Invite predictions and personal responses.
- Begin Episode 2 and ask: Was your prediction correct?

Episode 1: Check Understanding

Pause the story. Let learners speak before continuing.

1. Where do Mia and Daniel live?
2. What do they see in the old mill?
3. Why is Daniel surprised by the light?
4. How do you think they feel?

Episode 1: Speak & Predict

Pause the story. Let learners speak before continuing.

1. Would you return to the mill the next day?
2. What do you think caused the strange light?
3. What advice would you give Mia and Daniel?
4. What might happen in Episode 2?

Episode 2 Begins

- Ask: Was your prediction correct?
- Which detail changed your idea?
- What new question does the story create?

Continuing the 8-Episode Sequence

- Before each new episode, retell the previous one.
- After each pause, ask learners to predict.
- After each new episode, compare predictions.
- At the end, retell the whole story.

Mini Story 1: The Lost Photograph

- A student finds an old photograph in a bookshop.
- Her grandmother recognizes an old friend.
- The story leads to reconnection and gratitude.
- **Theme:** memory, family and friendship.

Mini Story 1: Speaking Questions

Pause the story. Let learners speak before continuing.

1. Why was the photograph valuable?
2. Would you try to contact an old friend after many years?
3. What can old photographs teach us?
4. Retell the story in one minute.

Mini Story 2: The Garden Behind the Wall

- A student notices an old garden behind a wall.
- He helps an elderly neighbour.
- The garden becomes a small community project.
- **Theme:** respect, cooperation and shared work.



Mini Story 2: Speaking Questions

Pause the story. Let learners speak before continuing.

1. How did Emir help Mr. Hasan?
2. Why can shared work bring people together?
3. What community project would you like to see?
4. How does the story show respect between generations?

From Listening to Retelling

- Retelling is not memorization.
- Learners choose what is important.
- They rebuild meaning in their own words.
- Pairs can retell from different character viewpoints.

Pair and Group Variations

- Prediction circles
- Alternate endings
- Character interviews
- Three-sentence retellings
- Create the next episode

Teacher Workshop Task

- In pairs or small groups, create one mini story-based speaking activity.
- Write an 8-12 sentence story episode at approximately A2-B1 level.
- Choose one point where the story should pause.
- Write two comprehension questions.
- Write two prediction/opinion/personal-response questions.
- Decide what the next episode could reveal.
- If time allows, exchange activities with another group and try them.

Keep in Mind

A good story does not end when the listening stops;

that is where speaking begins.

Closing Message

- Stories create continuity.
- Continuity creates curiosity.
- Curiosity gives learners a reason to speak.
- BEREKET ELT Archive