MORE STORIES, PLEASE!

Speaker's Notes

BEREKET ELT Archive — Seminar 9

Use: These notes are for the presenter. They give suggested language, emphasis and transitions for every slide in the final 20-slide presentation.

Slide 1 — MORE STORIES, PLEASE! — Speaking Based on Stories

Welcome participants and introduce the seminar title. Explain that the session focuses on one simple classroom idea: a story should not finish when the audio stops. The end of a listening segment can become the beginning of speaking. Briefly mention that the examples come from original BEREKET ELT Archive materials.

Slide 2 — Opening Question

Ask participants the three questions on the slide. Give them a few seconds to think, then invite one or two short responses. Emphasize that comprehension questions are useful, but they do not always need to be the final stage. Tell participants that the seminar will show how the same listening text can naturally lead into speaking.

Slide 3 — Why Stories Support Speaking

Explain that stories are especially useful because learners naturally want to know what happens next. A story gives them people, events, problems and choices to react to. Point out that prediction and retelling recycle language without feeling like mechanical repetition.

Slide 4 — The Classroom Framework

Introduce the framework step by step. Keep the explanation practical. LISTEN for gist; CHECK the main facts; PAUSE before the answer; allow THINK time; SPEAK through prediction, opinion or personal response; CONTINUE the story; then COMPARE predictions with what actually happened. Mention that RETELL can be added after any episode.

Slide 5 — The Pause Principle

Slow down here and stress the principle. If the story immediately gives the answer, learners have little reason to predict. The teacher's pause creates a real information gap. Read the two short lines on the slide and allow them to stand as the central message.

Slide 6 — Question Types

Explain that not every learner is ready to begin with an open discussion question. Start with factual questions such as 'What happened?' and then move gradually to 'Why?', 'What do you think?', 'What would you do?' and 'Tell the episode in your own words.' This progression gives lower-level learners support before extended speaking.

Slide 7 — Main Demonstration: The Secret of the Old Mill

Introduce The Secret of the Old Mill as the main demonstration story. Do not explain the whole plot. Tell participants that they should experience the activity as learners. Play the Episode 1 audio on this slide. Ask them to listen first for the general situation rather than trying to remember every detail.

Slide 8 — Episode 1: Check Understanding

After the audio, ask the questions on the slide orally. Keep this stage short. Confirm where Mia and Daniel live, what they see and why the light is surprising. For the final question, allow more than one possible answer about how the characters may feel.

Slide 9 — Episode 1: Speak & Predict

Ask participants to discuss the four questions in pairs for a short time. Do not correct every language error. The aim is to make them use the story as a reason to speak. Invite a few predictions from the room and, if useful, remember two or three so they can be compared with Episode 2.

Slide 10 — Episode 2 Begins

Play the Episode 2 audio here. After listening, ask whether any predictions were correct. Then ask which new detail changed their thinking and what new question the story creates. Emphasize that comparison is another speaking opportunity, not merely a right-or-wrong check.

Slide 11 — Continuing the 8-Episode Sequence

Explain how the same routine can continue through all eight episodes without becoming complicated. Before a new episode, learners can give a brief retelling. After each pause they predict, and after the next episode they compare. At the end, they can retell the whole story or create an additional episode.

Slide 12 — Mini Story 1: The Lost Photograph

Introduce The Lost Photograph as evidence that the method does not depend on one long story. Briefly summarize the situation: a student finds an old photograph and her grandmother recognizes an old friend. Highlight the emotional but accessible themes and the potential for personal-response questions.

Slide 13 — Mini Story 1: Speaking Questions

Ask participants to notice how the questions widen the discussion. The first question stays close to the story; the next questions invite personal opinion and reflection; the last asks for a one-minute retelling. Stress that the questions remain connected to the story rather than becoming random conversation topics.

Slide 14 — Mini Story 2: The Garden Behind the Wall

Introduce the second mini story. Explain that a student helps an elderly neighbour and the garden develops into a small community project. Point out that a story can naturally carry positive values such as respect, cooperation and responsibility without turning into a moral lecture.

Slide 15 — Mini Story 2: Speaking Questions

Use the questions as another model. Emphasize that learners can answer from the text first and then move into broader speaking about shared work, community projects and relationships between generations.

Slide 16 — From Listening to Retelling

Clarify that retelling should never mean repeating the original text sentence by sentence. Learners decide what matters, organize the sequence and express it in their own language. Suggest short retellings, pair retellings or retelling from different character viewpoints.

Slide 17 — Pair and Group Variations

Go through the variations briefly. Explain that teachers do not need a new story for every lesson; the same story can generate several speaking tasks. Encourage participants to choose only one or two variations at a time so the activity remains focused.

Slide 18 — Teacher Workshop Task

Give the task clearly. In pairs or small groups, participants write an 8-12 sentence episode, choose the best pause point, create two comprehension questions and two prediction/opinion/personal-response questions, and decide what the next episode might reveal. If time permits, groups exchange activities and try them.

Slide 19 — Keep in Mind

Read the statement slowly and let it stand as the seminar's main takeaway. Briefly connect it back to the demonstration: the audio did not finish the task; it created the need to predict, discuss and retell.

Slide 20 — Closing Message

Close by returning to the main chain: stories create continuity; continuity creates curiosity; curiosity creates a real reason to speak. Thank the participants and remind them that the technique can begin with a very short original story, one good pause point and a few carefully designed questions.