

MAKE YOUR LESSON A JOURNEY WITH STORY- TRAVELLING

*Stories Stick with a voyage of
language learning!*

Relatore:
Samuel Williams



**Every Story
is a Journey**

**Overcoming
challenges on
the way**

**Enjoy the
Adventure of
Story-Travelling!**

**How to be a
Curious Traveller!**

**Becoming
Independent**



“Young people, travel if you can,
and if you cannot - travel all the same!”

Jules Verne



When we travel the lessons of life **stick** to us:

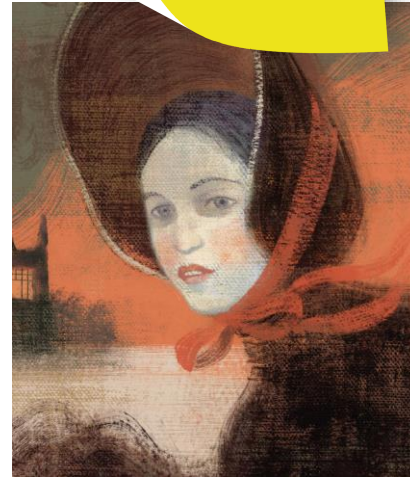
CURIOSITY



OVERCOMING



INDEPENDENCE



ADVENTURE



INSEGNARE INGLESE

All good adventures begin with a little **curiosity!**

CURIOSITY

HOW
CURIOUS
YOU
ARE
VERY
VERY
LATELY
ALICE



INSEGNARE INGLESE



DEASCUOLA

Take your students down the rabbit hole of **curiosity!**



OBSERVE

Man in
a suit

Alice is running

Table &
chairs

Grass



ASK

Who is the man?

Where is Alice going?

What are they doing?

Where are they?



PREDICT

Who is the man?

He is the boss

What are they doing?

They are having
a picnic

Where is Alice
going?

Alice is going home

Where are they?

They are in the park



DISCOVER



Then the March Hare takes it out and looks at it.

Alice looks at the March Hare's watch and says, 'What a strange watch! It shows the day of the month, but it doesn't show the time.'

'Does your watch show the year?' asks the Hatter.

'Of course not,' says Alice, 'because it's the same year for a long time.'

'Well, it's the same with my watch,' says the Hatter. 'It's always six o'clock here.'

'Have some more tea,' says the March Hare.

'Thank you, but I haven't got any tea,' says Alice. 'How can I have more?'

'Oh,' says the Hatter, 'you can always have more than nothing.'

Alice is confused and angry. She gets up from the table and walks away through the trees. The Hatter tries to put the Dormouse into the teapot.

'What a stupid tea party!' she thinks.



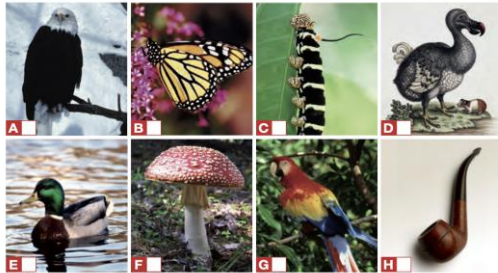
Graded readers help your students become more curious!

BEFORE YOU READ

1 VOCABULARY

Look at the words below and match them to the pictures.

- | | | | |
|---------------|------------|-------------|----------|
| 1 caterpillar | 3 duck | 5 dodo | 7 parrot |
| 2 baby eagle | 4 mushroom | 6 butterfly | 8 pipe |



Before you read Vocab.

Pictures that make
you wonder



UNDERSTANDING THE TEXT

1 COMPREHENSION CHECK

Choose the best ending to complete these sentences about Chapter One. Tick (✓) A or B. There is an example at the beginning (0).

- | | |
|-----------------------------------|---|
| 0 When Alice sees the rabbit | A ☒ she follows him. |
| | B ☐ she looks at her watch. |
| 1 When she takes the key | A ☐ she opens a lot of doors. |
| | B ☐ she opens a very small door. |
| 2 When she drinks from the bottle | A ☐ she becomes very small. |
| | B ☐ she becomes very big. |
| 3 When she eats the cake | A ☐ she can go in the garden. |

Comprehension
checks

Discover more

A Drink Called Tea

What is tea?

Tea comes from the dry leaves of the *Camellia sinensis* plant. This plant grows in high places with hot weather and a lot of rain. There are three types of tea: black, green and oolong.

Where does tea come from?

Most tea comes from India, China and Sri Lanka. But some comes from Africa, Malaysia, Indonesia, Japan and South America. Today tea grows in about forty countries. Look at the map and find the countries.

Tea around the world



Down the rabbit hole:
What is the secret ingredient of curiosity?



Be curious yourself, **Curiosity is contagious:**

- Don't tell your students what happens in the story
- You are discovering the story at the same time as your students
- Show interest and intrigue. What is going to happen next?
- Let your students discover for themselves!
- React positively when your students tell you what they discovered in the story.



level
B1.1

LISTENING ACTIVITY

1/4

ALICE'S ADVENTURES IN WONDERLAND

PART 1

1.  Listen to the audio and complete the text.
Choose the word/s from the basket below.

- Dormouse • watch • invitation • chair • corner • front
- places • worried • cushion • everything

There was a table under a tree in 1 of the March Hare's house and 2 was ready for tea. The March Hare and the Hatter were sitting there with a 3 between them, and it was sleeping. The other two used it as a 4

The table was quite large but all three of them sat at one 5

'No room! No room!' they cried when they saw Alice.

'There's lots of room!' said Alice angrily, and she sat down in a big

6

'Please have some wine,' said the March Hare politely.

Alice look all around the table but there was only tea on it. 'I can't see any wine.'

'There isn't any,' said the March Hare.

'Well, then it wasn't very polite to offer it,' said Alice.



Guess the words

Start getting curious
about the story

Listen and check

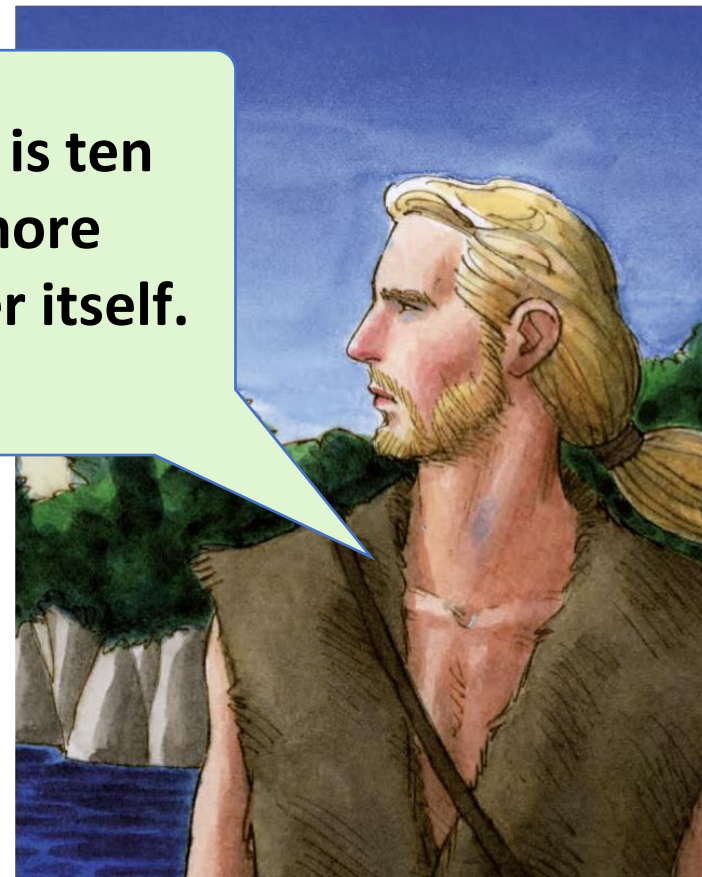


As we travel we **overcome** challenges
and learn more about who we are

OVERCOMING

**Thus fear of danger is ten
thousand times more
terrifying than danger itself.**

Robinson Crusoe



Identifying the challenges facing the character

A year later, I ran off to sea. This is how it happened. One day I went to the port of Hull. A friend of mine was going by sea to London in his father's ship. He asked me go to with him. Since it would cost me nothing, I decided to go, without even telling my mother and father. Thus on the first of September 1651 I went on board a ship for the first time. As soon as the ship was at sea, the wind began to blow. I felt very sick and frightened. I thought that God was punishing me for leaving my father's house. The storm grew worse although it was not as bad as many I have seen since. I was not even as bad as the storm I saw just a few days later, but it frightened me then. I thought the sea would swallow us. I swore to God that, if I lived, I would return to my father's house and never go to sea again.



Overcoming Challenges: think - discuss - advise

Why did he do it?

How do you think he felt

I ran off to sea

I decided to go, even without telling
my mother and father

Have you had a similar experience?

What advice would you give
to Robinson Crusoe?



Overcoming Challenges: think - discuss - advise

Why did he do it?

How do you think he felt

Write a letter to Robinson Crusoe!

Have you had a similar experience?

What advice would you give
to Robinson Crusoe?



Overcoming Challenges: Research - Present

What lifeskill do we
need to survive at sea?

How can we be safe at sea?

I felt sick and frightened

I thought the sea would swallow us

What should we bring
with us at sea?

How can we control our fear?



Overcoming Challenges: Research - Present

What lifeskill do we
need to survive at sea?

How can we be safe at sea?

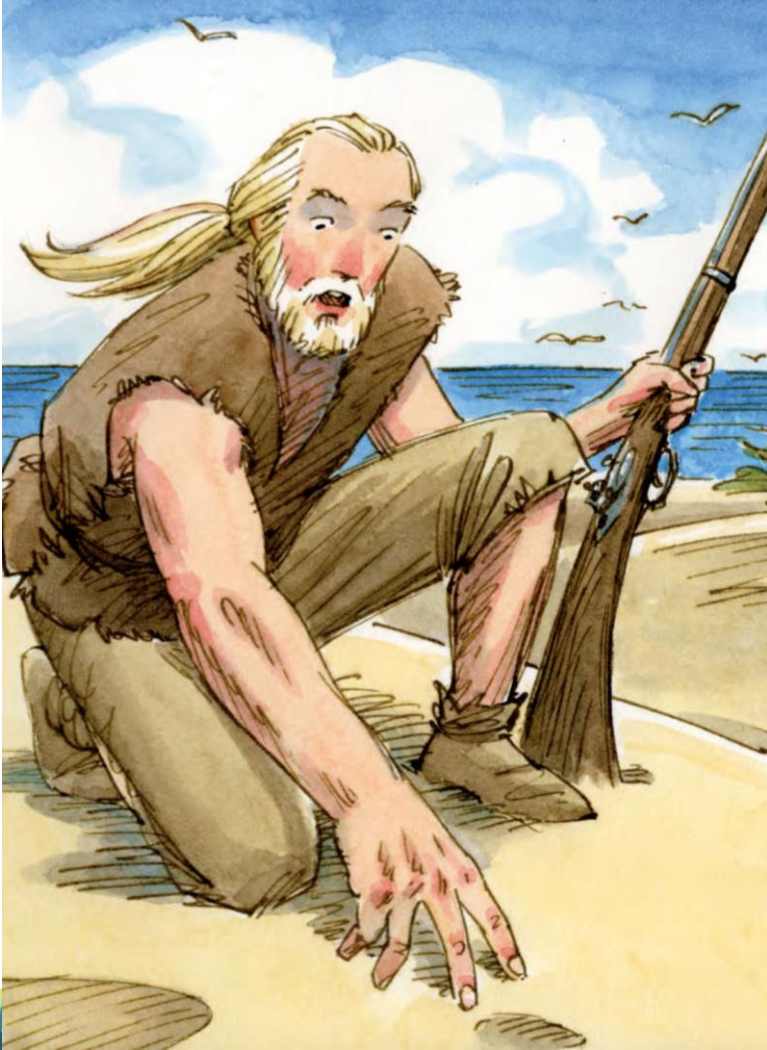
**Present how to survive at sea/
How to overcome and control fear**

What should we bring
with us at sea?

How can we control our fear?

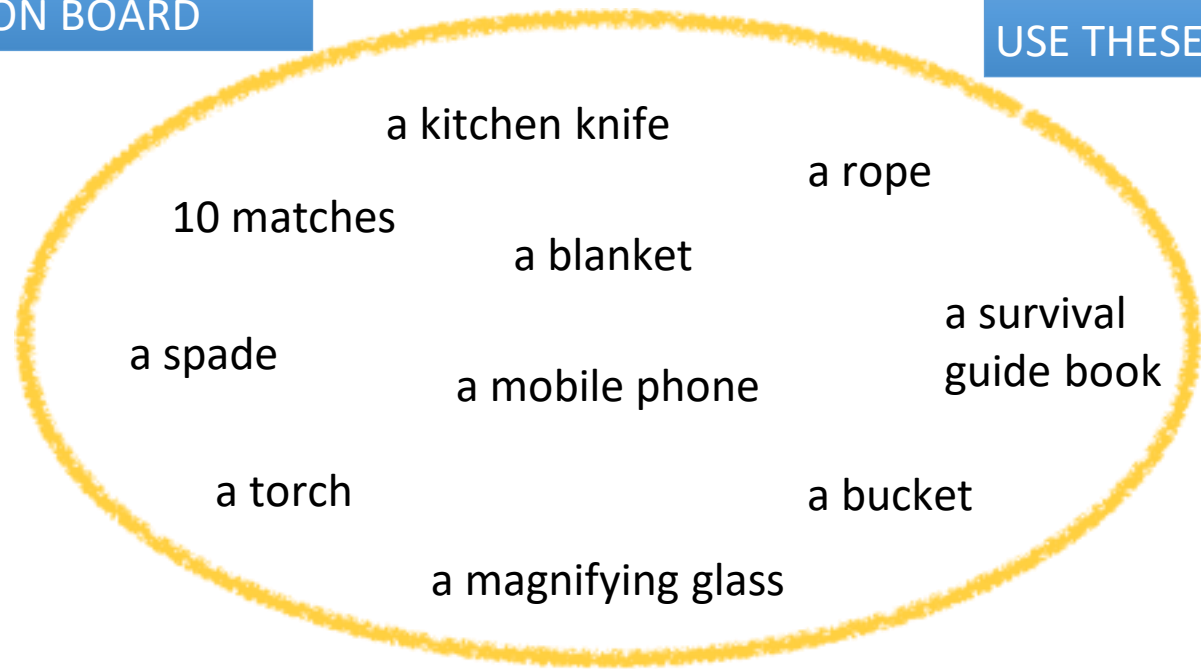


Discuss how to overcome a challenge!



1. WRITE 10 OBJECTS
ON BOARD

2. HOW YOU COULD
USE THESE OBJECTS



3. DISCUSS WHICH 5 OBJECTS
TO TAKE ON THE ISLAND





Idioms about overcoming and surviving!

Class Mingle Activity

1. Divide problems to students: STORM AT SEA, LOST AT SEA, ISLAND NO FOOD etc.
2. Students describe their problems and ask for advice
3. Feedback, what was the best piece of advice?



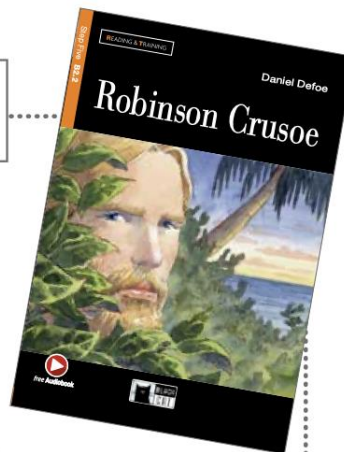
Create Example Sentences

Harry **lived to fight another day** by using a stick to catch some fish.



level
B2.2

LESSON PLAN 2/5



PROCEDURE

Before the lesson:

- make a copy of the worksheet, Parts 1 and 2 (one for each student)
- download a picture of a shipwreck (it can be also an illustration)
- tell your students you're going to be speaking about a book called Robinson Crusoe
- read the background notes on the story to the class

PART ONE

Step One (10 minutes)

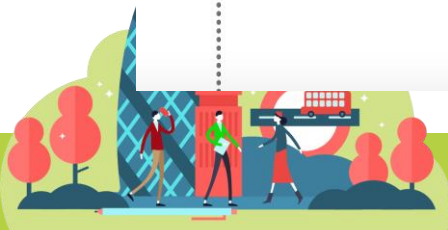
- Ask the students to comment on their first impressions and ask them these questions:
- What genre do you think it is?
 - Have you read any other book by Daniel Defoe?
- Show the students the cover illustration and ask them these questions.
- Where is Robinson Crusoe?
 - How does this man feel and why?

Step Two (30 minutes)

- Give students the worksheet, Part 1, and explain that the text comes from Chapter One, Robinson's Adventures at Sea.
- Ask them to do Exercise 1, Before you read.
 - Ask them to work in pairs to check their answers.
- (KEY: 1c, 2b, 3d, 4e, 5a)
- Read Exercise 2, the extract. You could read it out loud to make the story more dramatic.
- Then ask students to read it alone or in pairs for a more detailed understanding the second time.
 - Ask students to comment with their opinions, predictions, feelings and observations.

Begin overcoming the challenges
of the English language

Mercantilism:
Trade, Wealth and Colonies



Through travelling we learn
how to think **independently**

LIBE
INDEPENDENCE

I am no bird; and no net
ensnares me: I am a free
human being with an
independent will

Jane Eyre



Gender Equality and Independence:

Take your students on a journey through time!

1850



Charlotte Brontë (1850) by George Richmond.

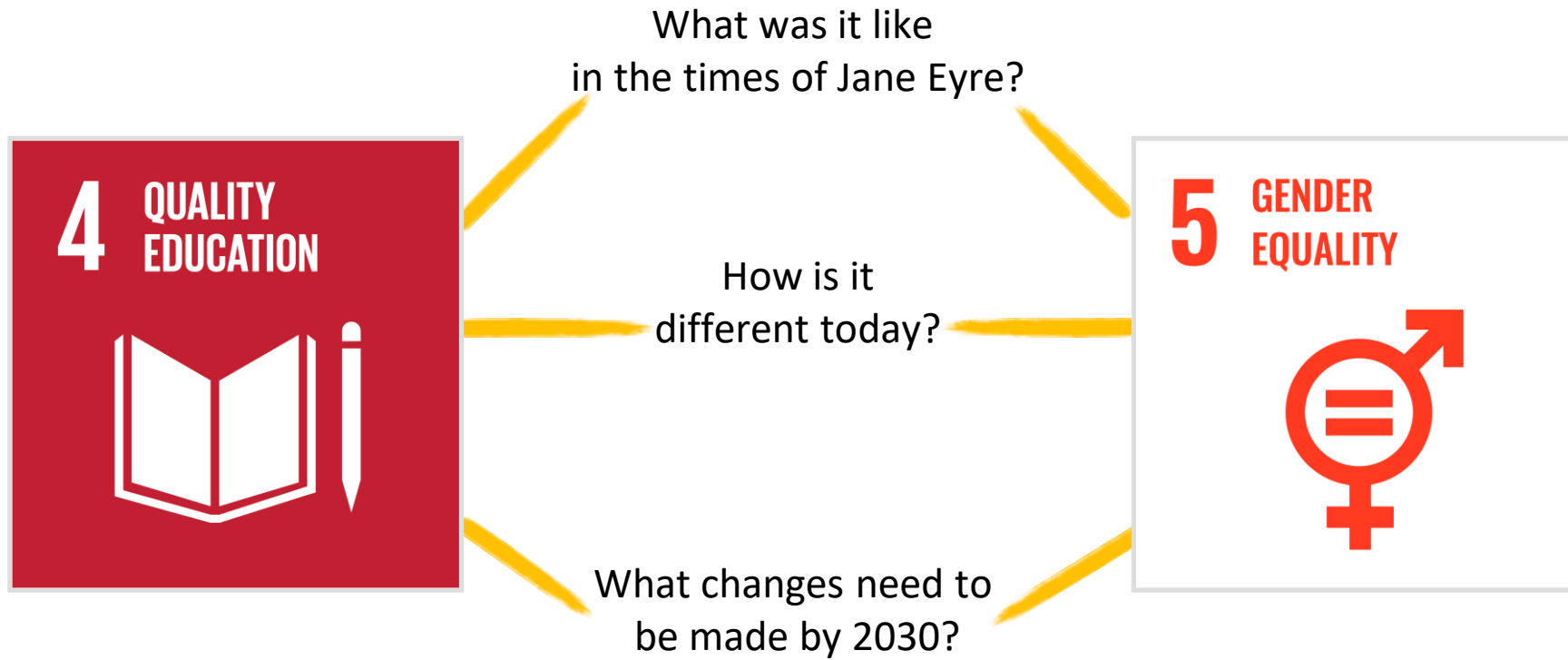
TODAY



2030



Leading an independent life



Create a poster presentation!

Create a poster about what we can learn from the story to reach the goal of 2030



Graded readers help your students travel back in time and understand better the challenges they face today and tomorrow

The Author



The life of Charlotte Brontë

Charlotte Brontë was born in Thornton, Yorkshire, in the north of England in 1816. She was the third daughter of Patrick Brontë, a clergyman,¹ and of Maria Branwell.

The family moved to Haworth Parsonage² in North Yorkshire in 1800. The couple had five daughters and one son. When Charlotte's mother died in 1821, the children's aunt, Elizabeth Branwell, went to live with the family. The children only had each other for company. They all loved reading and they created a magical world of their own, based on the stories that they read. As a starting point they took the brother

The Story



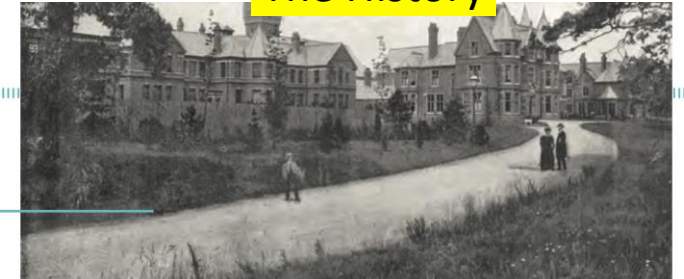
Life as a governess



I stayed for eight more years at Lowood School. I studied hard. Miss Temple taught me drawing and French and I quickly became good at many subjects. For the last two years I worked as a teacher. Miss Temple became like a mother, a governess and then my close friend. Sometimes I would take tea in her room and we would speak of Helen and old times.



The History

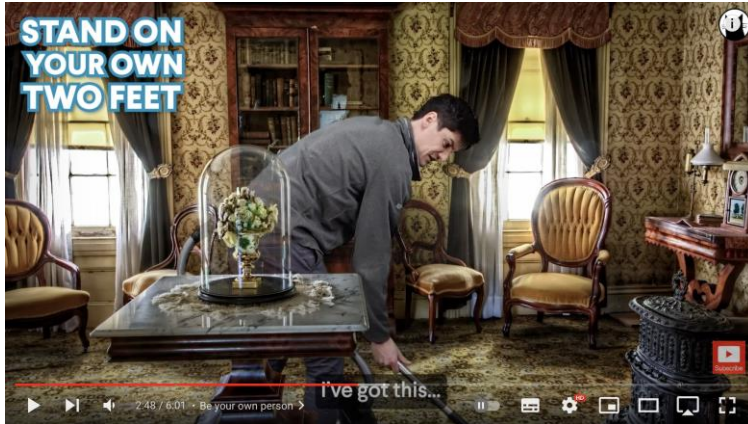


The woman in the attic

One of the most memorable¹ characters in *Jane Eyre* is 'the mad woman in the attic', but we never hear her speak. Mr Rochester tells us something about her past life and her illness, but in many ways his wife remains a mystery. Perhaps it is not surprising, therefore, that many readers find that this mysterious woman lives on in the imagination. So is the 'woman in the attic' a bigger character in the story than we might think? These are some of themes in which the character of Bertha Mason helps us to understand the writing and the times of Charlotte Brontë.

Mental² illness in Victorian Britain





Idioms of Independence

- Review the story
- Dive deeper into the theme of independence
- Compare education and opportunities in the times of Jane Eyre and in your country today
- Create example sentences using the idioms.
- Points game with mini whiteboards



Enjoy the **adventure** your story takes you on!

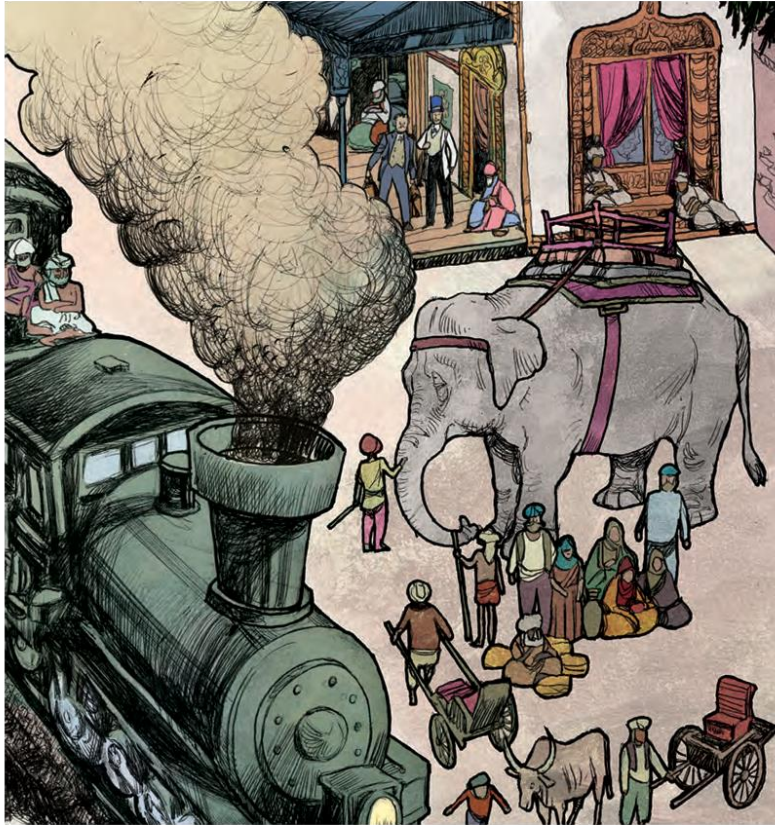
ADVENTURE

Ah! Young people,
travel if you can, and
if you cannot, travel
all the same!

Jules Verne



Pack your bags and go on an **adventure!**



1. What do you need to take?
2. Revise the vocabulary
3. Explore cultures and meet new people
4. Collect souvenirs (new words)
5. Remember the journey forever.



The **Adventure** helps us discover who we are!

We push new boundaries

We experience different feelings

We relate to the characters

We learn life-skills

 **THE STORY**

③ In the word cloud you can see a list of feelings: which ones do you associate with *Around the World in Eighty Days*? Explain your answers and write them in the box, dividing them into 'positive' and 'negative'.

Adventure **Perseverance** **Sadness**

Fear **Hope** **Trust** **Revenge**

Ambition **Challenge** **Love**

Friendship **Failure**

Cruelty

POSITIVE

.....

.....

.....

.....

NEGATIVE

.....

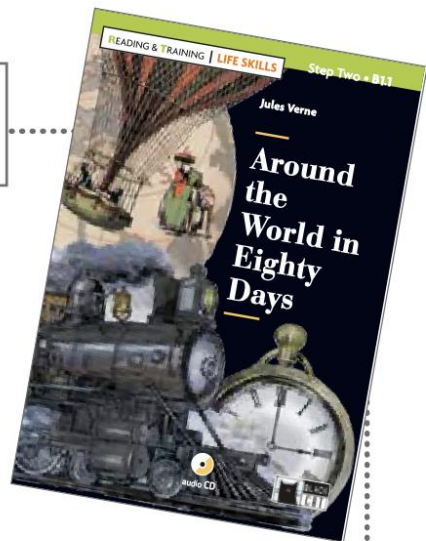
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LESSON PLAN 2/4



First Step (10 minutes)

Ask the students to comment on their first impressions and ask them these questions.

– What genre do you think it is? Why?
how the students the cover illustration and ask them these questions.

1. Why is there a pocket watch on the cover?
2. Does this story have to do with time?
3. Why are there maps of the world on the cover?

Second Step (30 minutes)

Give the students the worksheet and explain that the text comes from Chapter 2 of the story.

– Ask them to do **Exercise 1**, *Before you read*.

[KEY: 1c, 2d, 3a, 4e, 5b]

– Ask them to work in pairs to check their answers.

Read **Exercise 2**, *Extract Part 1*. You could read it out loud the first time to make the dialogue more dramatic.

– Then ask the students to read it alone or in pairs for a more detailed understanding the second time.

– Ask students to comment with their opinions, predictions, feelings and observations.

Ask students to read **Exercise 3**, *Extract Part 2*.

Exercises 4 and 5

These can be done in pairs or in small groups. If there is no time in class, these exercises can be done for homework.

Last Step (10 minutes)

Begin exploring the story!

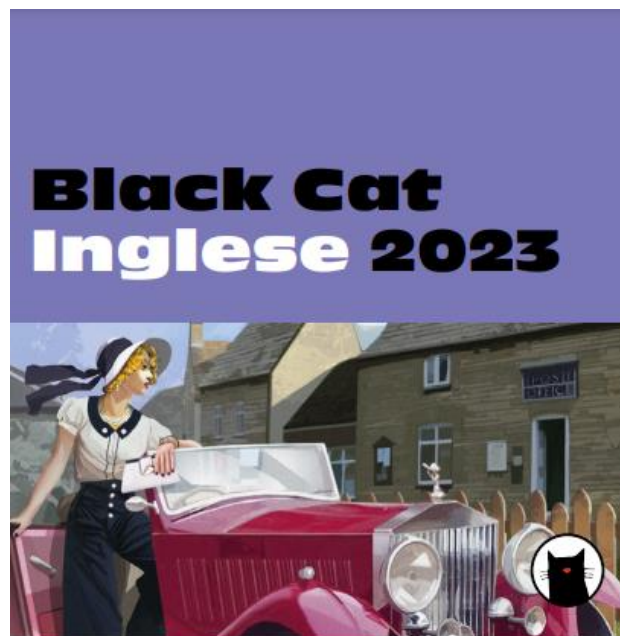
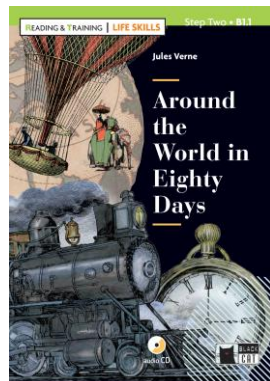
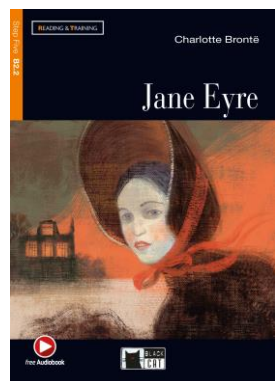
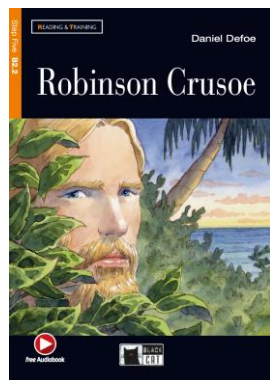
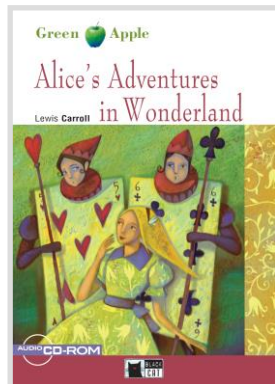
Are your students ready to travel?

English language **will stick**
when you travel **through stories!**



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<https://deascuola.it/letture-graduate/>



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Grazie

Spazio alle domande



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INSEGNARE INGLESE

