

# PERFORMING STORIES

Habilitats Comunicatives Orals – Early Years Education Degree  
M<sup>a</sup> del Mar Suárez Vilagran  
Academic year 2018-2019



# ADULTS VS CHILDREN

- Tell each other a story
- Give your partner a mark out of 5

# EXAMPLES

- <https://www.youtube.com/watch?v=ETXxPsQRfMg> (01:28)
- <https://www.youtube.com/watch?v=mIINWxtuqzc>



# MEMORIZING: TECHNIQUES

- Read repeatedly
- Draw the events
- Draw a chart or a spidergram
- Plan a visual prop for each stage of the story



# MEMORIZING: ADVANTAGES

- You can improvise, adding your own words and phrases
- It's easier to respond to the audience
- You can keep eye contact
- You can 'act' the story out, move around the room, use your arms and hands...



# WHAT SHOULD CHILDREN PAY ATTENTION TO WHEN TOLD A STORY?

- <http://www.teachingenglish.org.uk/article/telling-a-story-0>



# TIPS TO TELL A STORY

- <https://www.youtube.com/watch?v=8dLWG-uQVUM>



## IN GROUPS, DISCUSS:

1. What is good about reading stories aloud from the text?
2. What are the problems of reading stories aloud from the text?
3. What do you like best about listening to stories?
4. What do you like best about telling stories?





# READING STORIES ALOUD

- Look at your audience often.
- Speak out towards your audience, not down to the paper.
- Do not speak too fast. You can see the paper, but your audience can't.
- Pause at the end of paragraphs.
- Change your voice to show feelings in the story: surprise, anger, fear...
- Change your voice to show the different characters.



# READING A STORY ALOUD

- It is helpful if you are not sure what is going to happen in the story, or if it is a longer, more complicated story.
- It is enjoyable if the writing is particularly beautiful and effective.
- It is useful if students have, or will have, copies of the text themselves for comparison.



# BUILDING SOUNDS

- What are any sound effects you would make to illustrate a story or play?

# BUILDING SOUNDS

What are any sound effects you would make to illustrate a story or play?

- Clap
- Stamp (*picar de peus*)
- Hiss (*sisear*)
- Whisper (*susurrar*)
- Squeak (*chillar*)
- Scratch (*rascar*)
- Knock on the table
- Hammer the table with a fist
- Whistle (*silbar*)
- Roar (*gruñir*)
- Laugh
- Sing
- Bark (*ladrar*)
- Hoot (*ulular*)
- Musical instruments: drums, whistles, bells...
- Exclamations: Ooooh! Aaaaah!



# BUILDING SOUNDS

- You can create interaction with your listeners by making them make the sounds you (or they) propose.
- Be consistent with the places where these sounds will take place so as to keep class management.

# FINDING VOICES

- With practice, it is possible to play all the parts in your story convincingly: the men, women, wicked characters, heroes and heroines...
- 4 ways to change your voice:
  1. Breath: the amount of breath you use
  2. Speed: talking very fast or very slowly
  3. Pitch: talking very high or very low
  4. Volume: talking very loud or very quiet

Whatever you do, always bear in mind stress in words, stress in units and intonation as a whole for **communicative purposes**.



# HOW WOULD YOU REPRESENT THESE MOODS?

## Mood

- excited
- sad
- tired
- shy
- frightened
- angry

# HOW WOULD YOU REPRESENT THESE MOODS?

## **Mood**

1. excited
2. sad
3. tired
4. shy
5. frightened
6. sympathetic and kind
7. angry

## **Ways of speaking**

1. Very quickly
2. Quietly, slowly
3. Slowly, with long yawns
4. Very quietly
5. Fast, breathless
6. Softly
7. Very loud, words separated





ANY OTHER MOOD/VOICE YOU  
WOULD ADD?



'PAY ME FOR MY SERVICES!'

Say this sentence feeling...

- Shy
- Tired
- Angry
- Excited

## GUESS THE MOOD

**'Come here, my dear.  
Oh Grandmother, what big teeth you have!'**

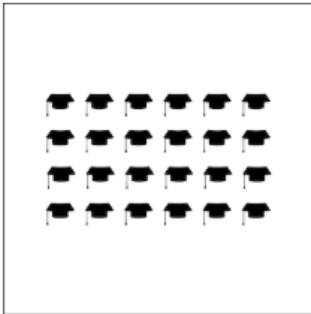
1. You are very pleased because you like Grandma's dentist.
2. You are very nasty and about to kill Grandma with a gun hidden in your coat.
3. You are amazed. You have just realized Grandma's teeth are made of plastic.

# MIME: BIG, EXAGGERATED GESTURES

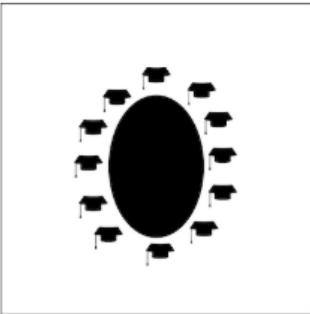
- Stop!
- Come here!
- Stop that behavior immediately!
- Mmm, he's a bit crazy.
- It's a secret.
- Waiter, I'd like to pay the bill.
- Taxi!
- Get out of here!
- Sit down.
- No, I will NOT do that!

# WAYS OF DIVIDING THE CLASS

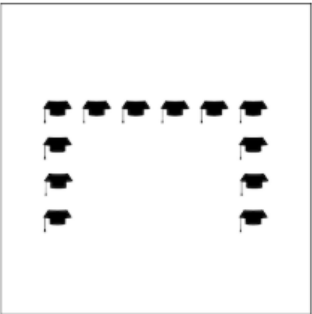
## Examples



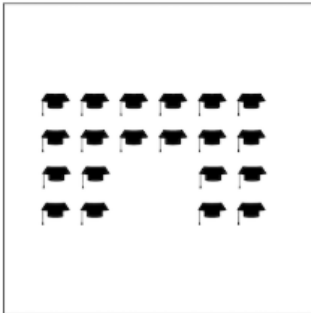
Traditional



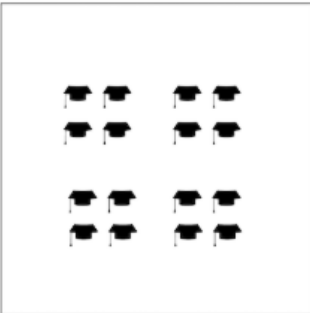
Roundtable



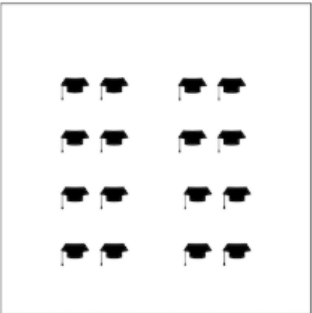
Horseshoe  
or Semicircle



Double  
Horseshoe



Group Pods



Pair Pods

# ASPECTS TO CONSIDER WHEN TURNING STORY INTO THEATER PERFORMANCE

- Music:
  - Musical instruments
  - Sing, whistle, hum
  - Play music
- Objects
  - Items of clothing
  - Household objects
  - Masks
  - Balloons
  - Sheets, ribbons, scarves (to move or create shapes: wind, clouds, sea, rain)
  - Cardboard sheets to make sound (waves, wind)

# ASPECTS TO CONSIDER WHEN TURNING STORY INTO THEATER PERFORMANCE

- Home-made props:
  - Puppets
  - Wooden spoons with painted faces
  - Magnetboards
  - Written captions/Speech bubbles
  - Photocopy illustrations from book
- People as props
  - Hands and fingers projected as shadows on a white sheet
  - People making shapes to suggest buildings, trees, doorways



# TIPS FOR PERFORMING STORIES


- <https://www.youtube.com/watch?v=q10UgcjGAyE>





# *THE NORTH WIND AND THE SUN*

- Annotate the story as a team of directors. Consider aspects like:
  - Intonation
  - Pronunciation of key words as well as past tense -ed
  - Sounds added
  - Voice types for characters
  - Mood in each sentence
  - Props: people, objects, music
  - Mime gestures
  - Class distribution



CHANGE GROUPS AND COMPARE  
YOUR DECISIONS TO OTHERS'



# EVALUATION GUIDE

- What aspects should it include? Discuss in groups.

# EVALUATION GUIDE

- Pronunciation: Problems with vowels or consonants? Past tenses -ed?
- Intelligibility: Could I be easily understood?
- Stress: In individual words and sentences
- Rhythm: Reading too slowly or too quickly? Pauses in the right place?
- Intonation: Was it boring? Was it appropriate?
- Variation: Pace and voice volume. Adapted to different characters?
- Pupil participation: Did I pause in the correct places and use appropriate intonation to invite pupils to join in? Did I ask the appropriate questions to encourage pupils to predict what comes next?
- General impression: How did I sound in general? Clear? Expressive? Lively? Did I use props properly?

# LET'S EVALUATE!

- <https://www.youtube.com/watch?v=VLVqQr-cHMg>
- [https://www.youtube.com/watch?v=\\_wDd03eQ970](https://www.youtube.com/watch?v=_wDd03eQ970)
- <https://www.youtube.com/watch?v=ETXxPsQRfMg>