



# Introduction

## Welcome to Storyfun!

*Storyfun* is a series of six books written for young learners aged between 6 and 12 years. The series provides story-based preparation for the Cambridge English: Young Learners tests (YLE). Each Student's Book contains eight stories with activities that include vocabulary and grammar tasks, puzzles, games, poems, songs and an exploration of the story 'value' (for example, an appreciation of nature, the importance of friendship). The Teacher's Books provide detailed suggestions on how to approach the storytelling, together with clear instructions for guiding learners through the unit. With a variety of flexible resources, each unit in *Storyfun* is designed to provide approximately three to four hours of class time.

## Why stories?

*Storyfun* aims to provide an opportunity for language practice by engaging learners' interest in stories.

Research has shown that meaningful and imaginative stories can motivate learning because learners:

- engage with the text and their imaginations.
- learn vocabulary with repetition of key words in the text and pictures.
- are exposed to repeated rhyme and sound patterns and accurate pronunciation.
- develop deeper social understanding by relating to characters and events in the story.
- actively engage listening skills as they predict, hypothesise and await outcomes.

Points to remember for effective learning:

- Story-reading should be interactive (teacher and learners). It should involve pointing, describing and discussing how the story relates to the real world.
- Learners will engage with a story more if they are encouraged to 'work out' the meaning, for example, why learners think characters did something or how characters felt at a certain moment and, of course, what the story 'value' is.
- Learners benefit from more than one reading or hearing of a story. At least one reading should be read/heard right the way through from beginning to end without interruption.

For more information about stories in language learning, go to [www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/008-learning-english-through-stories/](http://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/008-learning-english-through-stories/)

## Why Cambridge English: Young Learners (YLE)?

The stories have been written to reflect the different language levels and topic areas of the Cambridge English: Starters, Movers and Flyers tests and to appeal to the target-reader age groups. The language of the stories is exploited in activities that check comprehension, teach key vocabulary and grammar, practise all four language

skills (reading, writing, listening and speaking) and give learners an opportunity to familiarise themselves with the nature and format of the Cambridge English: Young Learners tests. The optional *Let's have fun!* and *Let's speak!* sections at the back of the books also provide opportunities for collaborative learning and test speaking practice. The *Let's say!* pages support early pronunciation skills, building from sounds to sentences.

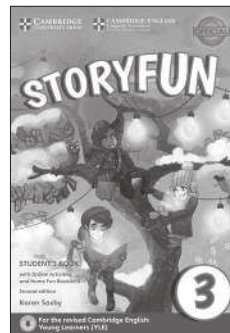
There are two Student's Books for each test: pre-A1 (Starters), A1 (Movers) and A2 (Flyers). *Storyfun 3* gently introduces students to the Cambridge English: Movers language and topics through fun activities and test-style practice. Activities are carefully graded to ensure learners are guided towards the test level, with frequent opportunities to build up their language and skills. *Storyfun 4* provides full practice of all the Cambridge English: Movers test tasks. By the end of *Storyfun* levels 3 and 4, constant recycling of language and test task types ensures learners are fully prepared for the Cambridge English: Movers test.

## Who is Storyfun for?

*Storyfun* has been written for teachers and young learners of English in a wide variety of situations. It is suitable for:

- learners in this age group who enjoy reading and listening to stories
- large and small groups of learners
- monolingual and multilingual classes
- learners who are beginning to prepare to take the Cambridge English: Movers test
- young learners who need to develop their vocabulary, grammar and language
- young learners keen to discuss social values, develop collaborative learning skills and build confidence for the Movers Speaking paper
- teachers who wish to develop their learners' literacy skills

## What are the key features of Storyfun 3?



## Student's Book

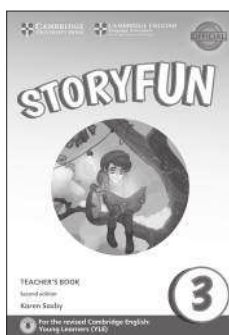
- eight imaginative and motivating stories
- fun, interactive, creative and meaningful activities
- activities similar to task types found in all three parts (Reading and Writing, Listening and Speaking) of the Cambridge English: Movers test

- o an introduction to Cambridge English: Movers grammar and vocabulary
- o extension activities *Let's have fun!*, further speaking practice *Let's speak!* and an early pronunciation focus *Let's say!*
- o unit-by-unit word list



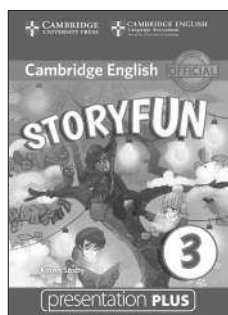
**Home FUN booklet**

- o fun activities for learners to try at home
- o 'self-assessment' activities that build learners' confidence and encourage autonomy
- o a Cambridge English: Movers picture dictionary
- o *Let's have fun!* pages to encourage learners to use English in the wider world
- o answers, audio and additional support found online at: [www.cambridge.org/funresources](http://www.cambridge.org/funresources)



**Teacher's Book with Audio**

- o a map of the Student's Book (topics, grammar points and Movers test practice for each unit)
- o practical step-by-step notes with suggestions for:
  - ✓ personalisation at presentation and practice stages
  - ✓ skills work: reading, writing, listening, speaking, drawing and colouring
  - ✓ pair and group work
  - ✓ puzzles, games, poems and songs
  - ✓ speaking activities and projects
  - ✓ discussion tasks to explore the story 'value'
  - ✓ recycling of language
  - ✓ incorporating digital materials into the lesson
- o Cambridge English: Movers test tips
- o full audioscripts
- o imaginative audio recordings for stories and activities (downloadable from the Cambridge Learning Management System (CLMS)) reflective of the Cambridge English: Movers Listening test
- o photocopiable pages for the Student's Book or optional extension activities
- o links to online practice on the CLMS and the Home FUN booklet



**Presentation plus**

- o digital version of all Student's Book pages
- o interactive Student's Book activities
- o audio played directly from the digital page
- o digital flashcards with audio
- o digital slideshow of every story
- o an Image carousel that provides further visuals associated with story themes
- o integrated tools to make notes and highlight activities



**Online Practice on the Cambridge Learning Management System (CLMS)**

For the Teacher

- o FREE Digital Teacher training course
- o All audio recordings

For the Student

- o 'Spell or slime' game
- o All audio recordings



**Word FUN World App**

- o Cambridge English: Young Learners vocabulary game
- o For mobile phones and tablets





# Storytelling

## Why should we use stories in language learning classes?

There are several reasons! A good story encourages us to turn the next page and read more. We want to find out what happens next and what the main characters do and say to each other. We may feel excited, sad, afraid, angry or really happy. The experience of reading or listening to a story is likely to make us 'feel' that we are part of the story, too. Just like in our 'real' lives, we might love or hate different characters. Perhaps we recognise ourselves or other people we know in some of the story characters. Perhaps they have similar talents, ambitions, weaknesses or problems.

Because of this natural connection with story characters, our brains process the reading of stories differently from the way we read factual information. This is because our brains don't always recognise the difference between an imagined situation and a real one so the characters become 'alive' to us. What they say or do is therefore much more meaningful. The words and structures that relate a story's events, descriptions and conversations are processed by learners in a deeper way.

Encouraging learners to read or listen to stories should therefore help them to learn a second language in a way that is not only fun, but memorable.

## How else do stories help?

Stories don't only offer the young reader a chance to learn more vocabulary and develop their grammatical skills. The experience also creates an opportunity to develop critical and creative thinking, emotional literacy and social skills. As learners read a story, they will be imagining far more details than its words communicate. Each learner will, subconsciously, be 'animating' the characters and making judgements and predictions about events.

As a teacher, you can encourage creativity and critical thinking by asking learners in groups to develop characters in more detail, talk about the part of the story they enjoyed most/least or even write different endings. You can also discuss, in English or L1 if necessary, the story 'values', in other words, what different stories teach us about how to relate to others.

Stories also offer a forum for personalised learning. No two learners will feel exactly the same about a story and an acceptance of difference can also be interesting to explore and discuss in class.

## How can we encourage learners to join in and ask parents to help?

If, at first, learners lack confidence or motivation to read stories in English, help by reading the story to them without stopping so learners are just enjoying the story, stress free, and following as well as they can by looking at the pictures. During a second reading you might encourage interaction by asking questions like *Is this funny, scary or sad?* (Starters) *Was that a good idea?* (Movers) *What do you think will happen next?* (Flyers). If the class is read to in a relaxed and fun way, learners will subconsciously relate to the reading and language learning process more confidently and positively. Of course, being read to by a parent at home, too, is also simply a lovely way to share quiet and close time. To engage parents in the language learning process, you might share

some of the above points with them and also direct them to an online video which describes language learning activities to do at home with their children [www.youtube.com/watch?v=Ivy\\_3vQSVTo](http://www.youtube.com/watch?v=Ivy_3vQSVTo)

The Home FUN booklet has been specially designed for learners to use at home with parents. Activities are fun and easy to follow, requiring little instruction. The booklet aims to help learners show parents what they have learnt at school and to engage them in the learning process.

## Further suggestions for storytelling

- Involve learners in the topic and ask guessing and prediction questions in L1 if necessary. This will engage learners in the process of storytelling and motivate learning. When you pause the audio during the story, ask learners ...
  - about the topic and themselves
  - to guess aspects of the story
  - to say how they think a character feels or what they may say next
- If you are telling the story yourself, support your learners in any way you can by adding your own dramatisation. For instance, you can read the stories with as much animation as possible and use props such as puppets or soft toys and different voices to bring the stories to life.
- Incorporate the use of realia into the storytelling process. For example, if you are using *Storyfun 3*, in 'High Five!' you could bring in different sports equipment, and in 'Henry's holiday' you could bring different camping equipment into the classroom to use.
- Once learners are familiar with the story they could even act out parts of the story in role plays. This will not only involve learners in the stories and add a fun element but can also help in practising and consolidating language.

## Suggestions for using the story pictures

### For skills practice

- Before listening to the story, learners look at all the pictures on the story pages and discuss in small groups who or what they think the story is about and what the key events are.
- Learners trace a picture (adding their own choice of extra details) and then follow your colouring or drawing instructions.

### To encourage creative thinking

- Groups choose two people in a picture and imagine what they are saying to each other. They then write a question with answer or a short dialogue.
- Groups choose a background person in a picture and invent details about him/her. For example, how old they are, what they like doing, where they live, what pet they have.
- Groups invent details that are unseen in the picture, for example, ten things in a bag, cupboard or garden.
- Learners imagine they are 'in' the picture. What is behind / in front of / next to them? What can they feel (the sun, a cold wind ...), smell (flowers, cooking ...) or hear (birds, traffic ...)?