
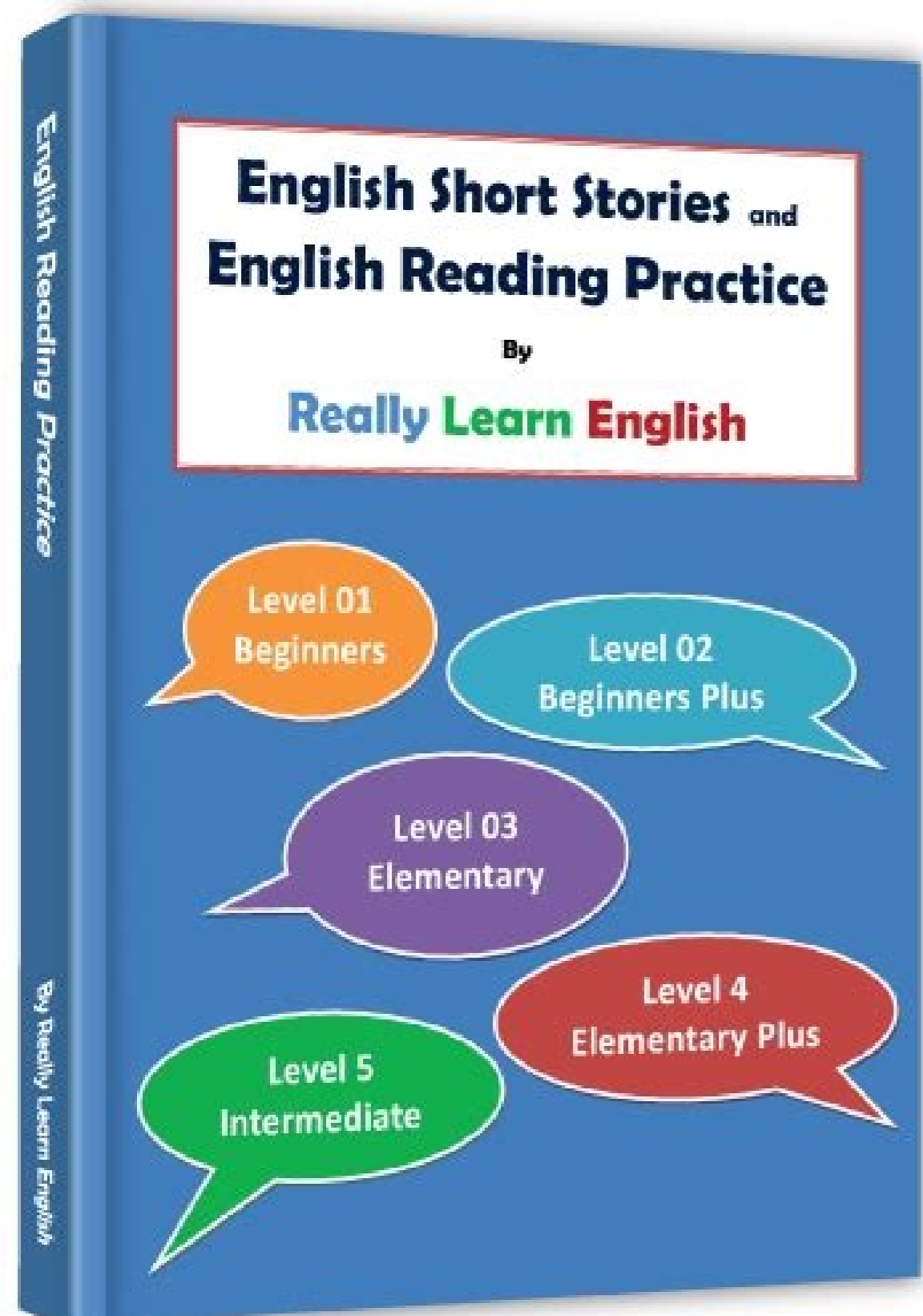


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## STORIES FOR YOUNG READERS BOOK 1

Present Simple and Present Continuous

By Robert, Donald, and Michael Kinney

GLOBAL EDITION



Stories, Exercises, and Puzzles  
for Beginning Readers of English  
as a Second Language

KINNEY  
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This is copyright infringement and irrelevant. all partiesfreely accessible to all; No registration, no passwords! So to share lingaapress, all you have to do is create a direct link from your blog or website at lingaapress.com. Click to see full copyright information. Most items in the Lingaapress Medium English archive can be easily printed for classroom use. View sources printing lingaapress in English \* CEFR - Council of Europe Council for European Languages. Teachers: Do you enjoy working with Lingaapress? Let us know what you prefer, what you would like to see more, or if you have any questions. Please use our contact form to send comments or questions. Other online language and cultural sources EFL/ESL Lingaapress Since 1980 home »English sources» 6 fascinating stories for adult students ESL Have you ever seen a kitten that was not completely absorbed by the movement of a piece of yarn? And an older cat? We need to keep our adult students ESL so involved in class as our playful little kittens. But with what? Stories are a practical tool that can create the effect of a "ball of yarn" that fully attracts the attention of students. The reader not only captivates the story itself, but great stories can involve adults in an engaging discussion. I have prepared six such stories that you can use in conversation with adult students, along with useful tips to find other people and how to make the most of them in the classroom. First, let's take a closer look at these benefits. Why use stories with adult students ESL? Short stories are a great way for adult English students to find a common ground for discussion. Who wouldn't want to talk about his favorite character or predict what happens in a thrilling story he reads? Even the most classy students can be so excited about what they read in the classroom that they start to get more involved. Story discussions are a great way to practice students' spoken skills. Students don't just talk to you, but talk to each other and listen. When students in the class read stories out loud, they develop fluency, which in turn builds confidence. The length of the story seems to be less intimidating, and if students can read smoothly, it is more likely to be able to read longer passages of the text. Short stories are also a pleasant leak from the routine that students can haveln a good story. Adults usually have many things, including stressful work throughout the day, reading interesting stories, serving as a reality. The more they like to read the stories that you choose for lessons, the more motivated to work. I hope you can vaccinate your students to read stories, while motivating them to learn English. The choice of adult history is different from finding materials for children. Adults do not like the same content as children, but if the text is very simple, you can lose their interest. For example, if you decide to choose a fairy tale, you probably prefer one of the fairy tales of the Grimm brothers, not adaptations because they have a more complex language. Some other functions that should be taken into account when choosing the right stories for students: complex vocabulary. Make sure the chosen story is understandable and quite complex for most students. They can solve the code. If the text is too light, students may come back and are not interested in reading. The same happens if there are too many complex words in history. Simple language. You should not choose stories about too many idiots or the language of the "old world" because it can be very complex and can force your students. Related content. Make sure that the content is somehow related to adults, such as problems, business situations, family life and even something that they can associate with cultural expression. Discussion. You should also consider whether you can get interesting problems or problems to discuss history. Neutral soil. Remember, however, that you don't need a very controversial material. Keep a neutral debate, but this is not something that can lead to disputes between students. How to use history with adults studying English as a foreign language are many ways to use stories in class. Here are some ideas to start: round paintings. At this stage, students agree to discuss a specific problem. Then each student must have the right to participate, which means that all students will have the right to speak. This is an illegal lesson that your last goal is to convenient conversations of all students.Here are some tips: Sit in a small circle, it works better. That way, everyone feels included and knows that even if you're having a conversation, you're not the only one talking. To make sure that everyone has a turn, at the beginning each student is given a certain number of "tickets" (they can be just pieces of colored paper). Whenever a student wants to speak, take one of the tickets. Once a student has used up all of their tickets, they cannot speak until no other student has tickets. That way, no one dominates the conversation, and you assure yourself that even the quietest students are included in the discussion. If your students are able, ask them to liven up the discussion. You can randomly load their names out of a hat or create a rotation system so that everyone has their own turn. Reading Response gives students a specific question to answer (usually written) after reading the story. For example, you can ask your students to describe a part of the story that surprised them and why, using evidence from the story. Or here's another one: pick a character from a story and predict what might happen to that character long after the story ends. These responses can be used in an informal assessment context to see if the student has a good understanding of history. For example, if someone writes about something that surprised them in a story, but the evidence they used is nowhere in the book, you know that this student may not understand the intrigue of the story. You can use this information to review a student's history or a concept that you think the student does not understand. Vocabulary development has students choose words they don't know from history, identify them, and use the writing exercise for each writing assignment. You can even ask different students to read different stories. Thus, students can be responsible for teaching others what they have learned from their messages. As a conversation starter during or after reading the story, ask students to write down one or two questions they would like to share with other students about the story. Encourage students to create more open-ended questions to stimulate discussion. Here are some ways to use these questions when students notice them: A pair is randomly assigned to exchange questions. Students must answerThey were received in response to reading and asking the question of a written answer question will return to the face. The creator of the problem may answer, accept or not participate in what his classmate says. Students can also discuss in small groups using their problems. Then students can imagine that they are discussed in a small group of the whole class. There is even more ways to use stories for adults, but it begins to use the above actions one by one. Then you can slowly add them to every book. Since your students will be more interested in reading materials, you can improve more ways to use these stories in your class. Recommended authors, the authors presented below with mature students suggested for you to use ESL may be a good starting point for you, because it is easier to find their jobs than others. These authors also have suitable content for adults and their texts are more accessible. Hemingway Ernest Hemingway is famous for its simple, direct and simple writing style. Stories can be used for other grammar lessons like sentences. Stephen King. Known for its tense stories and horror films, King's Works can be used to deeply dive into conspiracies and secondary parcels. John Steinbek - Steinbek is most famous for its journalism letter style. You can use your stories to learn how to narrate and write short stories. Edgar Allan Po - You can use many verses to learn the handwriting of the author. Jack London. Since London is a very explanatory manner style, it is ideal for learning stories adjective and descriptive writing. Roald Dahl, the most famous with the stories of his children, is still quite interesting for Dalya adults and is very convenient to examine the characters. For adults who read English online stories, stories can be found on the internet on the website mentioned below. The price cannot be better! Classic short films - on this site, you can search with a name or author containing a wide short story collection. Gutenberg project - You can view about 50,000 free books here. You can read them on the Internet or download numerous electronic formats. Despite the name of the site, American literature is not limited to American stories. Usually this diver uses real videos for training an attractive and relevant way. There are also animated short stories among movie trailer, news and inspirational interviews. You can really use childish stories as fairy tales that will entertain people of all ages. Alternatively, you can use more adult videos such as videos that tell English stories, heart -pleasing events and interesting true love stories. You can use Fluent in the classroom or provide homework. And you can be calm, knowing that students will not have difficulty keeping up with interactive headlines with definitions as needed. You can also use Fluent to teach and strengthen the vocabulary you have learned from stories in the context and personalized quizzes. Six of the following stories are perfect for discussion and are very easy to find online or print. 1. O. Henry's "Gift of Magliu" in this story finds a way to exchange Christmas gifts, even though they have no money. When reading students, explain how much the characters take care of each other and think about what they are ready to give up on each other. The story is filled with numerous descriptions that you can use to write a descriptive letter or even use adjectives. At the end of the story, he tells the idea of irony because the couple realized that their gifts were useless because both were unable to use each other's gifts. You can also use this story to discuss consumerism or even what the couple could do with their gifts now. 2. WW Jacobs Man Monkey's Paw gets a monkey's paw and promises five wishes, even if it has its price. When reading a story, discuss how someone's words can be distorted or misinterpreted, for example, when a son comes to life but is not the same man. "Be careful what you crave" is the right saying that you need to enter into this story, and asking students to think about the priorities of their lives (and why) is a great further activity. 3. A man of Edgar Allan Poe "The Tell-Tale Heart" is committed by murder and is guilty. As you read this story, discuss with the students how the author raises tension in repeating and collecting sentences. At the end of the narrative, he talks about the meaning of the symbolism of the lamp. You can also use this story to find out how verbs can be determined by a narrative tone. Phrases like "secretly open the door" are greatFor example, he uses a lot of Poe. 4. Mrs. Tiger Paclotide by Saki Packeletide plans to shoot a tiger and dies unexpectedly, making this story perfect for teaching satire. It's also a great opportunity to talk about jealousy and whether you should do something just to show off. Rich character descriptions and village mannerisms can be used in class to talk about character sketches. 5. Marguerite de Angell's wall door is the story of a young boy who wants to become a knight during the bubonic plague. You can use it to teach character analysis and how Robin changes throughout the story. This story is also a great way to learn about color descriptions rather than words. For example, when the author describes blooming flowers, he does not just say: The moon can or because the character recognizes different characters while walking. 6. Virginia Woolf's haunted house. A woman and a man live among the spirits in their homes. As your class reads the story, ask them to notice the thoughts that represent the treasures of the couple. The words - and here are quite important, and you can notice their repetition to explain why the author emphasized these words and what they might indicate. Stories can be a great way to engage your students rather than risk intimidating them with longer texts. With relevant topics, engaging discussions, and fun activities, you can turn your adult students into lifelong readers. While reading,

