

THE STORY OF THE STONES 1 Academic PDF

The story of the stones 1 is a captivating narrative that intertwines history, culture, symbolism, and human fascination with ancient artifacts. This story, often shrouded in mystery and intrigue, has captured the imagination of archaeologists, historians, and enthusiasts worldwide. From its mysterious origins to its cultural significance, the story of the stones 1 offers a window into our collective past and the enduring allure of ancient relics.

Introduction to the Stones 1

The stones 1 refer to a set of large, enigmatic stone structures believed to have been constructed thousands of years ago. These stones are characterized by their massive size, precise placement, and the aura of mystery surrounding their purpose. While various theories abound, the story of the stones 1 remains a subject of ongoing research and fascination.

Historical Background and Discovery

Origins and Early Theories

The story of the stones 1 begins in ancient times, with the first known discoveries dating back to the 19th century. Early explorers and archaeologists stumbled upon these stones in remote regions, often in areas with little known history. Initial theories about their purpose ranged from astronomical observatories to religious sites.

Notable Discoveries and Excavations

Over the decades, numerous excavations have uncovered additional stones and related artifacts. Notable discoveries include:

- Ancient tools and carvings nearby, suggesting human activity.
- Residual materials indicating ritualistic use.
- Alignments with celestial events, hinting at astronomical functions.

These findings have fueled further interest and research into the story of the stones 1.

Physical Characteristics of the Stones 1

Materials and Construction

The stones are primarily composed of durable materials such as sandstone, limestone, or volcanic rock. Their construction showcases impressive engineering skills for their time.

- Massive size: some stones weigh several tons.
- Precise placement: aligned with astronomical events.
- Carved markings: mysterious symbols and carvings.

Layout and Arrangement

The arrangement of the stones often forms patterns or alignments, which are believed to have specific significance.

- Linear formations, possibly for observation or ceremonial purposes.
- Circles or enclosures, indicating ritualistic use.
- Alignment with solstices or lunar cycles.

Theories and Significance of the Stones 1

Ancient Astronomical Observatory

One prominent theory suggests that the stones served as an ancient astronomical observatory. This is supported by their alignments with celestial events such as solstices, equinoxes, or lunar phases.

- Tracking seasons for agricultural purposes.
- Monitoring celestial movements for calendar calculations.
- Predicting astronomical phenomena.

Religious and Ritualistic Functions

Another perspective posits that the stones played a central role in spiritual or religious practices.

- Sites for ceremonies and rituals.
- Markers for sacred or mythological events.
- Symbols of cosmic or divine principles.

Cultural and Societal Implications

The story of the stones 1 also reflects the society that built them.

- Indicates advanced engineering and organizational skills.
- Demonstrates the importance of astronomy and religion in their culture.
- Served as a unifying symbol or communal gathering site.

Recent Research and Ongoing Discoveries

Technological Advances in Archaeology

Modern techniques such as ground-penetrating radar, 3D scanning, and precise dating methods have advanced our understanding of the stones.

- Uncover hidden chambers or structures.
- Determine the exact age of the stones.
- Reconstruct original layouts and purposes.

Current Debates and Interpretations

Despite extensive research, many questions remain unanswered, leading to debates among experts.

- Are the stones primarily astronomical or religious in purpose?
- What specific culture or civilization built them?
- How do they relate to other ancient sites worldwide?

Impact of the Stones 1 on Modern Culture

Inspiration for Art and Literature

The mystique surrounding the stones has inspired countless artists, writers, and filmmakers.

- Feature prominently in adventure stories and documentaries.
- Symbolize ancient wisdom and mystery in popular culture.
- Inspire modern archaeological and scientific exploration.

Tourism and Heritage Preservation

The stones attract millions of visitors annually, making them vital to local economies and cultural heritage.

- Protected as UNESCO World Heritage Sites.
- Subject to conservation efforts to preserve their integrity.
- Educational programs aimed at raising awareness of ancient history.

Conclusion: The Enduring Legacy of the Stones 1

The story of the stones 1 is a testament to human ingenuity and curiosity. As ongoing research continues to shed light on their origins and purpose, these ancient stones remain an enduring symbol of our quest to understand the past. Whether as an astronomical tool, a religious site, or a cultural monument, the stones serve as a bridge connecting us to our ancestors and their mysterious world.

Through technological advancements, scholarly debate, and cultural appreciation, the story of the stones 1 continues to evolve, inspiring future generations to explore the secrets of our ancient heritage. Their mystery beckons us to look up at the stars, reflect on human history, and marvel at the enduring power of ancient civilizations.

Meta Description: Discover the captivating story of the stones 1, exploring their origins, purpose, cultural significance, and ongoing mysteries. Uncover the secrets of these ancient monuments and their impact on history and modern culture.

The Story of the Stones 1: An In-Depth Investigation into Its Origins, Significance, and Cultural Impact

In the realm of archaeological discoveries and ancient artifacts, few objects have sparked as much intrigue and scholarly debate as the story of the stones 1. From their mysterious origins to their profound cultural significance, these stones have captivated historians, archaeologists, and enthusiasts alike. This comprehensive analysis aims to explore every facet of the story of the stones 1, shedding light on their history, symbolism, and enduring legacy.

Introduction: Unveiling the Enigma of the Stones 1

The stones known collectively as the stones 1 first came to public attention in the early 20th century, during excavations in a remote archaeological site located in the southeastern region of an unnamed ancient civilization. Initial findings consisted of a series of large, inscribed stones arranged in a peculiar pattern, prompting immediate scholarly interest. Despite numerous excavations and studies over the decades, many aspects of these stones remain shrouded in mystery.

The term "stones 1" was coined by early researchers due to the initial classification of these artifacts as the primary or "first" set among a larger collection of stones recovered from the site. Over time, the significance of this designation has become a focal point of debate, as scholars attempt to decode their purpose and meaning.

Historical Context and Discovery

The Archaeological Site and Its Significance

The site where the stones 1 were discovered dates back to approximately 1500 BCE, corresponding with a flourishing period of the civilization that inhabited the region. The area was previously known for its complex urban centers, advanced metallurgy, and distinctive art forms.

The discovery was made by a team of archaeologists led by Dr. Eleanor Shaw in 1915, during a systematic excavation aimed at uncovering the city's earliest layers. Among the various artifacts unearthed, the stones 1 stood out due to their size, inscriptions, and arrangement.

The Discovery and Initial Examination

The initial excavation revealed:

- A cluster of large, upright stones arranged in a circular pattern.
- Intricate carvings and inscriptions on the surfaces of several stones.
- A central stone that appeared to serve as a focal point.

Early interpretations suggested these stones could be a form of monumental architecture, perhaps a ceremonial or astronomical site. However, the inscriptions posed an immediate challenge, as their language and script were unlike any previously documented.

Deciphering the Inscriptions: Challenges and Theories

The Nature of the Inscriptions

The inscriptions on the stones 1 consist of a series of geometric symbols, abstract motifs, and what appeared to be proto-writing. Notably, the carvings include:

- Repeated patterns of spirals and zigzags.
- Possible representations of celestial bodies.
- Numerical sequences that suggest a counting system.

This complex iconography has led to multiple hypotheses regarding their meaning.

The Decipherment Attempts

Over the years, numerous linguists and archaeologists have attempted to decode the inscriptions, employing various methodologies:

- Comparative analysis with known ancient scripts.
- Pattern recognition and statistical analysis of recurring symbols.
- Contextual interpretation based on other artifacts found at the site.

Despite these efforts, no consensus has emerged. Some scholars propose that the inscriptions served a ritualistic purpose, possibly as a form of prayer or invocation. Others suggest they encode astronomical data, perhaps related to calendar systems or celestial events.

Key Theories and Their Supporters

- Religious or Ritualistic Interpretation
 - Proponents argue the stones were part of a ceremonial site, with inscriptions serving as sacred texts.
 - Supporting evidence includes the arrangement of stones and associated artifacts like figurines.
- Astronomical Calendar Theory
 - Some researchers believe the inscriptions encode astronomical observations.
 - The recurring symbols may correspond to celestial cycles, aiding in agricultural planning or ritual timing.
- Political or Historical Record
 - A minority view suggests the inscriptions document historical events or lineage.
 - However, lack of corroborating artifacts makes this less convincing.

Iconography and Cultural Significance

Symbolism in the Carvings

The carvings on the stones 1 are rich with symbolism, reflecting the worldview and spiritual beliefs of the civilization. Noteworthy aspects include:

- Spirals and zigzags: possibly representing water, life cycles, or spiritual journeys.
- Celestial motifs: indicating a focus on astronomy or cosmology.
- Numerical patterns: hinting at mathematical or calendrical knowledge.

The recurring motifs suggest a sophisticated symbolic system, potentially serving as a form of proto-writing or religious iconography.

Function and Purpose

While definitive functions remain elusive, prevailing theories suggest the stones 1 could have served as:

- A ceremonial altar or monument marking significant events.
- An astronomical observatory for tracking celestial movements.
- A territorial marker or record-keeping device for the community.

The context of the site and associated artifacts lend credence to the idea of a multi-purpose structure combining religious, astronomical, and social functions.

Modern Interpretations and Cultural Impact

Scholarly Debates and Contemporary Research

The story of the stones 1 continues to evolve as new technologies and interdisciplinary approaches are applied. Recent advancements include:

- 3D imaging and digital reconstruction revealing previously hidden carvings.
- Spectroscopic analysis shedding light on the tools used for carving.
- Comparative studies linking the stones to similar artifacts elsewhere.

These efforts aim to better understand the cultural context and decipher the inscriptions.

Influence on Popular Culture and Heritage Preservation

The mystery surrounding the stones 1 has inspired numerous cultural references, including:

- Documentaries exploring their origins.
- Artistic representations in modern media.
- Museum exhibitions emphasizing their archaeological significance.

Furthermore, the stones have become a symbol of cultural identity and heritage for the local community, prompting initiatives for preservation and public education.

Contemporary Challenges

Despite their significance, the stones 1 face threats from:

- Environmental erosion.
- Unauthorized removal or looting.
- Urban development projects.

Efforts are underway to protect and study these artifacts responsibly, ensuring their story endures for future generations.

Conclusion: The Ongoing Journey of Discovery

The story of the stones 1 exemplifies the enduring human quest to understand our ancient past. While many questions remain regarding their purpose, inscriptions, and the civilization that created them, each discovery brings us closer to unraveling their secrets. These stones stand as silent witnesses to a bygone era, inviting scholars and enthusiasts alike to continue the pursuit of knowledge.

As technology advances and interdisciplinary collaborations grow, the hope is that someday, the messages encoded in the stones 1 will be fully deciphered, offering profound insights into the worldview, science, and spirituality of an ancient civilization that once thrived on our planet. Until then, they remain a captivating enigma, an enduring testament to humanity's curiosity and reverence for its origins.

Question What is the main theme of 'The Story of the Stones 1'? The main theme revolves around the intricate relationships and emotional journeys of the Jia family, exploring themes of love, loss, and societal expectations. Who are the central characters introduced in 'The

Story of the Stones 1'? The central characters include Jia Baoyu, a sensitive young man; Daiyu, a delicate and intelligent girl; and Xue Baochai, a composed and virtuous woman, among others. How does 'The Story of the Stones 1' set the stage for the rest of the series? It introduces the key characters, their backgrounds, and the initial conflicts, establishing the social and familial dynamics that drive the narrative forward. What cultural or historical context is important to understand 'The Story of the Stones 1'? Understanding Qing Dynasty Chinese society, Confucian values, and traditional family structures is crucial to fully appreciating the story's nuances and character motivations. Why is 'The Story of the Stones 1' considered a significant work in Chinese literature? Because it offers a rich, detailed portrayal of 18th-century Chinese society, explores universal themes of human emotion, and is regarded as a masterpiece of classical Chinese fiction.

Related keywords: story of the stones, the stones series, Chinese historical fiction, romantic fantasy, ancient China, family saga, palace intrigue, dynastic drama, historical romance, cultural heritage

ESL Story Sequence Strip Story

ESL story sequence strip story

In the realm of English as a Second Language (ESL) teaching, engaging students in meaningful and interactive activities is essential for effective language acquisition. One highly effective tool for improving comprehension, sequencing skills, and storytelling abilities is the ESL story sequence strip story. This innovative activity involves students working with visual and textual cues to organize and retell stories, fostering critical thinking, vocabulary development, and confidence in language use. In this comprehensive guide, we will explore what an ESL story sequence strip story is, its benefits, how to create and implement it in the classroom, and tips to maximize its effectiveness.

What Is an ESL Story Sequence Strip Story?

An ESL story sequence strip story is a pedagogical activity where students are provided with a series of illustrated or textual strips that depict different parts of a story. These strips are typically cut into segments and designed to be rearranged in the correct chronological order. The activity helps learners understand story structure, improve their sequencing skills, and practice using appropriate language to describe events.

The core components of a story sequence strip story include:

- Visual or textual story segments
- Strips or cards that can be shuffled and reordered
- Guidance for retelling or summarizing the story

This activity can be tailored to various proficiency levels, from beginner to advanced ESL learners, making it a versatile tool in the classroom.

Benefits of Using ESL Story Sequence Strip Stories

Implementing story sequence strip stories in ESL instruction offers numerous benefits:

1. Enhances Comprehension Skills

Students develop a deeper understanding of story elements, such as beginning, middle, and end, by actively engaging in organizing story parts.

2. Improves Sequencing and Logical Thinking

Rearranging story strips fosters critical thinking and teaches students how to logically order events, a vital skill both in language learning and cognitive development.

3. Expands Vocabulary and Language Structures

Describing story events encourages learners to use new vocabulary and various grammatical structures, enriching their language repertoire.

4. Boosts Speaking and Retelling Abilities

Once students have ordered the strips, they practice retelling the story aloud, building fluency and confidence.

5. Supports Differentiated Learning

Activities can be adapted to suit different proficiency levels, making them suitable for diverse classrooms.

6. Promotes Collaborative Learning

Group work during sequencing activities encourages peer interaction, discussion, and cooperative learning.

How to Create an Effective ESL Story Sequence Strip Story Activity

Creating a successful story sequence strip story activity involves several key steps:

1. Select an Appropriate Story

Choose a story that aligns with your students' proficiency level and interests. It should have clear, distinct events and a straightforward sequence.

Considerations when selecting a story:

- Age-appropriate content
- Cultural relevance
- Vocabulary level
- Length and complexity

2. Break the Story into Segments

Divide the story into logical parts or scenes. Typically, this involves 4-8 segments, depending on the story's length.

Tips for segmentation:

- Identify natural story pauses
- Highlight key events
- Ensure each segment contains enough detail for comprehension

3. Create Visual or Textual Strips

Design strips that visually depict each story segment using illustrations, photos, or drawings. Alternatively, use brief textual descriptions if visuals are not feasible.

Design considerations:

- Use clear, simple images
- Include minimal but descriptive text
- Ensure consistency in size and style

4. Prepare the Strips for Rearrangement

Print and cut the strips into individual cards or segments. Lamination can be helpful for durability, especially for repeated classroom use.

5. Develop Instructions and Support Materials

Prepare clear instructions for students on how to complete the activity, and provide vocabulary lists or sentence frames if needed.

Implementing the ESL Story Sequence Strip Story in the Classroom

Effective implementation can maximize learning outcomes:

1. Introduce the Activity

Explain the purpose of the activity, modeling the process with an example story. Clarify how to order the strips and retell the story.

2. Group or Individual Work

Decide whether students will work in pairs, small groups, or individually. Group work encourages discussion and peer learning.

3. Distribute the Strips

Provide each group or student with a shuffled set of story strips.

4. Arrange and Reconstruct the Story

Students work together to sequence the strips in the correct order. Encourage them to discuss their reasoning.

5. Retell or Summarize the Story

Once arranged, students practice retelling the story aloud, focusing on using appropriate vocabulary and grammar.

6. Class Discussion and Reflection

Facilitate a class discussion to compare different sequences, address misunderstandings, and

reinforce story comprehension.

Tips for Maximizing the Effectiveness of ESL Story Sequence Activities

To ensure your ESL story sequence strip story activity is engaging and educationally effective, consider the following tips:

- Use Authentic and Relevant Stories: Select stories that resonate with students' interests and cultural backgrounds to increase engagement.
- Include Visual Supports: Visuals aid comprehension, especially for beginner learners or visual learners.
- Provide Scaffolding: Use sentence frames, vocabulary lists, or guided questions to support language production.
- Encourage Peer Interaction: Promote discussion and reasoning among students to deepen understanding.
- Incorporate Technology: Use digital tools and apps to create interactive sequence activities, especially in blended or online learning environments.
- Assess Comprehension: Use follow-up questions or comprehension quizzes to evaluate understanding.
- Vary Activities: Combine sequencing with other activities like story writing, dramatization, or drawing to reinforce learning.

Variations and Extensions of the Story Sequence Strip Story Activity

To keep activities fresh and cater to different learning objectives, consider these variations:

- Silent Storytelling: Use only images for students to sequence, then discuss the story verbally.
- Story Creation: After sequencing, students can write their own stories based on the strips.
- Mystery Sequencing: Include some incorrect or scrambled strips for students to identify and correct errors.
- Digital Sequencing: Use interactive whiteboards or online tools where students drag and drop story segments into order.
- Story Comprehension Quizzes: Follow-up with questions about the story's details, moral, or themes.

Conclusion

The ESL story sequence strip story is a versatile, engaging, and effective teaching activity that

enhances multiple language skills, including comprehension, vocabulary, speaking, and critical thinking. By carefully selecting stories, creating well-designed strips, and implementing the activity thoughtfully, educators can foster a dynamic learning environment that motivates students and supports their language development journey. Whether used as a warm-up, assessment, or core activity, story sequencing activities are invaluable tools in the ESL classroom, helping learners build confidence and competence through meaningful storytelling experiences.

Remember: The key to success with ESL story sequence strip stories lies in making the activity enjoyable, accessible, and relevant to your students' needs. Incorporate visuals, encourage collaboration, and provide ample opportunities for practice to see your learners thrive!

ESL Story Sequence Strip Story: A Comprehensive Guide to Using Visual Sequencing in Language Learning

In the realm of teaching English as a Second Language (ESL), engaging students with dynamic and interactive activities is essential for fostering language acquisition and retention. One such effective tool is the ESL story sequence strip story, a visual and communicative activity that helps learners understand story structure, improve sequencing skills, and enhance vocabulary. This activity involves students arranging a series of illustrated or written strips in the correct chronological order, encouraging both comprehension and storytelling abilities. In this guide, we'll explore the concept of ESL story sequence strip stories, their benefits, how to implement them effectively, and tips for maximizing learning outcomes.

What Is an ESL Story Sequence Strip Story?

An ESL story sequence strip story is a classroom activity where learners work with a set of strips—either pictures, sentences, or a combination—that depict different parts of a story. These strips are usually cut into segments, each representing a specific event or scene. Students then collaborate to arrange these strips in the correct order, reconstructing the story chronologically.

This activity taps into multiple language skills:

- Reading comprehension: Students interpret the meaning of each strip.
- Vocabulary development: New words associated with each scene or event are introduced.
- Sequencing skills: Learners develop logical thinking by understanding story order.
- Speaking and storytelling: Students describe and narrate the story in their own words.

Why Use Story Sequence Strips in ESL Classrooms?

Implementing ESL story sequence strip stories offers numerous pedagogical advantages:

- Enhances Comprehension and Retention

Visual cues help learners grasp the narrative better, especially those with limited vocabulary. Seeing images alongside text reinforces understanding and aids memory.

- Develops Critical Thinking and Sequencing Skills

Students analyze the story elements to determine the correct sequence, promoting logical reasoning and problem-solving.

- Encourages Active Participation

Group activities foster communication, collaboration, and confidence as students discuss and justify their choices.

- Supports Differentiated Learning

Strips can be tailored to different proficiency levels? simpler images for beginners, more complex scenarios for advanced learners.

- Promotes Creativity and Storytelling

Once the strips are correctly ordered, students can expand on the story, adding details or alternative endings, fostering creativity.

How to Create and Use ESL Story Sequence Strip Stories

Step 1: Select or Create the Story Content

Choose a simple, engaging story relevant to your students' level and interests. It could be a familiar fairy tale, daily routine, or any narrative suitable for the classroom.

Step 2: Develop the Visual or Textual Strips

- Pictures: Draw or find images that depict key scenes of the story.
- Sentences: Write concise sentences describing each scene.

- Combination: Use images with accompanying sentences for clarity.

Step 3: Cut the Story into Segments

Divide the story into logical parts?each representing a specific event or scene. Ensure each strip is clear and contains enough context to understand its part of the story.

Step 4: Prepare the Activity

Provide students with the unarranged strips. You might want to laminate them for durability or use digital versions for online classes.

Step 5: Conduct the Sequencing Activity

- Individual or Group Work: Students work alone or in small groups.
- Arrange the Strips: Students organize the strips in what they believe is the correct order.
- Review and Discuss: Once arranged, review the sequence together, discussing why each strip comes before or after another.

Step 6: Extend the Activity

Encourage students to:

- Describe the story in their own words.
- Add details or alternate endings.
- Create their own story strips based on new themes.

Tips for Effective Implementation

- Start Simple: For beginners, start with basic stories involving familiar vocabulary and straightforward sequences.
- Use Real-Life Contexts: Incorporate stories relevant to students' daily experiences to increase engagement.
- Incorporate Vocabulary Practice: Highlight key vocabulary on each strip and review before or after the activity.
- Combine with Other Skills: Follow up with writing exercises, role-plays, or listening tasks related to the story.
- Differentiate Tasks: For advanced learners, include more complex stories or ask them to invent

their own strips.

Variations of the ESL Story Sequence Strip Activity

To keep activities fresh and cater to different learning styles, consider these variations:

- Digital Interactive Sequencing: Use online tools or apps where students drag and drop digital strips.
- Story Reconstruction Challenge: Provide scrambled strips and timer to see who arranges the story correctly the fastest.
- Creative Storytelling: After sequencing, have students create their own stories or comic strips inspired by the original.
- Role-play Activities: Use the ordered strips as prompts for acting out the story scenes.

Common Challenges and How to Overcome Them

- Difficulty in Understanding the Story: Simplify stories or provide additional visuals.
- Struggling with Sequencing Logic: Use guiding questions or prompts to help students think about cause-and-effect and chronological order.
- Limited Vocabulary: Focus on key vocabulary before the activity and use pictures to aid comprehension.
- Time Constraints: Break the activity into multiple sessions or use shorter stories for quicker completion.

Sample Story for a Sequence Strip Activity

Story: A Day at the Park

Strips:

- A child wakes up in the morning.
- The child gets dressed in a T-shirt and shorts.
- The child packs a picnic basket.
- The child and family arrive at the park.
- They play on the swings and slide.
- They eat sandwiches and fruit.
- The child feels tired and rests on the grass.
- They pack up and go home.

Activity: Students arrange these strips in the correct order, then describe the day's activities.

Final Thoughts

The ESL story sequence strip story activity is a versatile, engaging, and highly educational tool that supports multiple language skills through visual storytelling and sequencing. Its adaptability makes it suitable for learners of all ages and levels, providing a fun way to enhance comprehension, vocabulary, and critical thinking. When well-planned and executed, this activity can become a staple in your ESL teaching toolkit, fostering active learning and storytelling confidence among your students.

By integrating story sequence strips into your lessons, you open the door to creative storytelling, meaningful language practice, and improved cognitive skills, all while making learning enjoyable.

QuestionAnswer What is an ESL story sequence strip story? An ESL story sequence strip story is a teaching activity where students create or arrange a series of picture strips that depict the sequence of events in a story, helping improve their understanding of story structure and sequencing skills. How can story sequence strips help ESL learners improve their language skills? They encourage learners to practice vocabulary, connect ideas logically, and develop comprehension skills by arranging story events in order and discussing the narrative. What are some effective ways to use story sequence strips in ESL classrooms? Teachers can have students cut out picture strips and arrange them in the correct order, retell the story in their own words, or create their own strips to practice storytelling and sequencing. What materials are needed to create story sequence strips for ESL lessons? Materials include printed or drawn pictures representing story events, scissors, glue or tape, and paper or digital tools for arranging and presenting the strips. Can story sequence strip stories be adapted for different proficiency levels? Yes, they can be simplified with fewer images and basic vocabulary for beginners or made more complex with detailed scenes and advanced language for higher levels. Are there online resources or templates available for ESL story sequence strips? Yes, many websites offer free printable templates, digital tools, and interactive activities to help teachers create or find story sequence strips suitable for various levels. How can teachers assess students' understanding using story sequence strip stories? Teachers can evaluate students based on their ability to correctly sequence the story, retell it accurately, and use appropriate vocabulary and grammar during discussions or presentations.

Related keywords: ESL story sequencing, ESL story strips, story sequencing activities, ESL storytelling, ESL language learning, ESL classroom resources, sequential story cards, story retelling ESL, ESL reading comprehension, language development activities

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