

Sample

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Writing Stories

Developing language skills through story making

...
trap door surprised them! If only
we were they so scared of this
king. Where could it be? Not
a terrible fate for such a
it stepped out into the black
t ran ever faster towards the
d thing to do though, yet
of those dreadful

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Famous people quiz

- Focus:** This activity can act as a general warmer or provide an introduction to character creation (see Creating people, Appendix page 134)
- Language:** Language for describing physical appearance and behaviour together with personality
- Time:** 10–15 minutes
- Preparation:** Find a picture of a famous person you know of quite well, and be ready to describe him or her, but without referring to his or her work/occupation or the medium in which he or she is normally seen or heard (television / radio / book, etc). If you can't find a picture, simply write his or her name on a large piece of card.

in class

1. Whole class: hold the picture or the card in front of you and towards you (so the students cannot see the picture or the writing). Ask: *Who is this?* Of course, they cannot know, although they may call out guesses.
2. Then begin to describe:
 - appearance (He is tall and thin ...)
 - behaviour (He pretends to be tough, but he isn't ...)
 - personality (He is nervous, but pretends he isn't ...)
 - concerns (He wants to impress young people ...)
3. You 'win' or achieve your aim if the class can guess who it is within three minutes.
4. But if the students cannot guess who it is, then tell them the medium he or she is most often associated with, and try again.
5. In pairs or groups: once the students have understood the game, write the four categories from Step 2 on the board. Ask them to work individually and think of a famous person and, guided by the four categories, to jot down a few words and phrases (not full sentences).
6. The students then take it in turns to describe and guess each other's person. Give a maximum of three minutes for each student to describe their person. Use a bell or hand-clap to indicate when time is up.

Comment

This is a challenge in which describer and guesser work together to achieve the aim. A competitive element would probably increase tension rather than foster creativity and communication.