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INTELLECTUAL OUTPUT 01

LINGUISTIC CREATIVITY

4 Creativities Project
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INTRODUCTION

The aim of FCREATIVITIES project is to improve the teachers' abilities to generate a creative education, leading to the creation of students who are able to think, analyze and solve daily problems. We **will develop new linguistic skills** and competencies through the incorporation of new proposals, spaces, methodologies, and resources that will increase the students' ability, creativity and the skills for innovation. These activities will be used **with 10 to 12 years old students**, promoting their motivation and creativity. The activities will be composed for **six working activities** which will contain the different activities that we will elaborate with our students.



Title of the activity

My funny chain story



Description

Writing is one of the most important skills language learners must master, particularly for students. That's because unlike in speaking exercises, when you write you leave a lasting record of your language skills. Mistakes in spelling, grammar and word choice are immediately evident.

Fortunately, the more often students write freely in a non-forced way, the easier it will be to access the language skills you as a teacher and they as learners are looking for and express accurately and fluently. Researches show that if you are a strong writer in your first language, chances are you will also be a strong writer in a foreign language.

Games are always a fun and easy way to teach students grammar, vocabulary, rules, spelling etc. and give them the feeling they can manage with difficult tasks. Moreover learning rules in isolation way



won't help to develop good speaking and writing skills. Vocabulary and grammar should be taught or learned in a structural, meaningful and contextual way. My teacher's experience shows that games and entertainment are very successful ways to manage boredom in class and the massive amount of rules.

The following activity is one of the numerous ones to make students learn languages in an easy and amusing way. Moreover students can experiment freely with the potential of random simple sentences, phrases and words.



Aims

- 1. Fortifying some grammar rules – past simple form of the verbs (the spelling rules for the regular and some new irregular).*
- 2. Enriching vocabulary (e.g. synonyms of **see** and **meet**).*
- 3. Practicing sentence structure.*
- 4. Improving punctuation.*



Steps we must follow

This game requires paper and a pencil. Each player is to write according to the direction of the leader. The first player is told to write one or more terms descriptive of a male – it could be their favorite hero or friends in the school, a celebrity or just anybody. After the student does this, he/she folds down the paper so as to conceal what is written. The paper is handed to the next player who writes the next part, folds the paper down and passes it on to the next one. The action is repeated until the children run out of directions. The leader then



reads the contents of the sheet aloud which leads to some humorous situations.

Instructions:

- *One or more terms descriptive of a male (write – fold down – pass on);*
- *A male's name – someone you know or some distinguished person (write – fold down – pass on);*
- *The past form of some of these verbs:
see, detect, examine, identify, look, look at, notice, observe, recognize, regard, spot, view, watch, witness, etc.
or
meet, clash, contact, face, find, greet, confront, cross, encounter, front, hit, salute, strike, bump into, fall in with, get together, make a meet, meet face to face, rendezvous with, run into, touch shoulders, etc.*
- *One or more terms descriptive of a female (write – fold down – pass on);*
- *A female's name – someone you know or some distinguished person (write – fold down – pass on);*
- *A place /described or not/ (write – fold down – pass on);*
- *Some date or a period of time when the event might happen (write – fold down – pass on);*
- *What the man says (write – fold down – pass on);*
- *The lady's reply (write – fold down – pass on);*
- *What the consequences were (write – fold down – pass on);*
- *What the world said of it (write – fold down – pass on);*



An example:

- The giant
- Prince of Persia
- Saw
- The ugly
- Little Red Riding Hood
- On the Moon – that fashionable resort
- On Christmas Eve, 1111
- He said: My dear lady, I want to lose some weight!
- And she replied: I swear, it will be a public service!
- The consequences: They started jumping on a trampoline.
- And the world said: You can kiss the bride!

The full story

The giant Prince of Persia saw the ugly Little Red Riding Hood on the Moon – that fashionable resort, on Christmas Eve, 1111. He said, “My dear lady, I want to lose some weight!”, and she replied, “I swear, it will be a public service!”. The consequences were that they started jumping on a trampoline, and the world said, “You can kiss the bride!”. (63 words)



Materials (if needed)

- *paper*
- *a pencil*
- *flashcards with the verbs **see** and **meet** and their synonyms*



How to evaluate the activity:

- *Divide the class into two groups – they can compete for an award (you choose whether it is material or moral one)*
- *Every correctly spelled word gives a point (proper names give just a point regardless the spelling) – the more you write the more you score;*
- *The verbs on the flashcards can be written in different colours – e.g. the regular in blue and the irregular in red;*
- *You can give students time limits (not recommended in the beginning)*