**Creative Summaries**

|  |  |
| --- | --- |
| **CEFR Level and Skill(s):** | A2 Spoken Production |
| **CEFR Competence(s) Aimed at:** | Summarizing what they have read or heard |
| **Art form(s) Exploited:** | Creative writing, arts & crafts |
| **Duration of the Activity:** | 90 minutes (suggested as 2 forty-five-minute sessions) |
| **Materials and Equipment Needed:** | A biography of a celebrity that most of the students like, photos of the celebrity, paper, pencils, crayons |
| **PROCEDURE**  **SESSION ONE**   1. As a warm-up activity, the teacher shows students some photos of the celebrity that they are going to read about and asks some questions about him/her. Then, s/he gives each student a printed copy of the biography of the celebrity. 2. Students are asked to read the biography and answer some comprehension questions about it. The teacher checks students’ answers to ensure that they have understood the text. 3. Then, the teacher divides the students into groups of 5-6 and asks them to write the summary of the biography that they have read. The teacher sets a time limit for that. 4. After all the groups finish their summaries, the teacher explains that it is time to be creative this time. S/he asks students to use their imagination and add sentences to their summaries. Each sentence should appeal to one of the five senses (sense of sight, smell, taste, touch/feel, and hearing). For example, if the celebrity has won an award in the biography, the students might write a sentence about his/her clothes or perfume that s/he was wearing at the ceremony. Another sentence that they can add might be about the celebrity’s favorite food as a child. The teacher sets a time limit for that. 5. In order to ensure the contribution of each group member to the creative writing, it is suggested that the teacher assigns each student one of the five senses. Depending on the number of group members, one sense can be assigned to more than one student. 6. The teacher monitors the students’ work and gives support when necessary. 7. Session one ends when the groups finish their creative writing task. 8. As homework, students should practice their creative summaries in order to present it in the next session. Each student is supposed to make a flashcard to use during their presentation in order to show the sense they represent in the creative summary.   **SESSION TWO (PREFERABLY A FEW DAYS AFTER SESSION ONE)**  This session is allocated to the group presentation. Each group presents their creative summaries. It is suggested that one member in each group is chosen as the narrator and reads aloud the summary. S/he pauses before each sentence about a sense which had been added to the biography and the student who represents the corresponding sense reads that sentence aloud. | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | This activity can be implemented after the students have practiced and learned to identify the key points in a text to include in its summary. |
| **Prerequisites for the teacher :** | Not applicable |
| **Source(s) / Useful links:** | Not applicable |