

## Teacher's Notes

### Scary stories

**Type of activity:** speaking, writing

**Focus:** developing speaking and writing skills, narration, Halloween vocabulary

**Level:** intermediate and higher

**Time:** 45 minutes

**Preparation:**

- copy and cut up the Story Cards so that there is a complete set of cards (1 characters card, 1 place card, 1 object card and so on) per pair of students
- sort the Story Cards into 6 groups (all of the characters cards, all of the place cards and so on)

**Procedure:**

1. Ask the students to give you examples of scary Halloween stories - these can be film plots, myths, folk/fairy tales, urban legends, anything that the students come up with. On the board, write down some of the characters, locations, objects, key words and lines of dialogue that appear in the discussion. Tell the students that their task is going to be to invent their own scary story.
2. In six different places around the room, lay out the six groups of cards, face down. Divide the students into pairs and ask the pairs to collect one card from each group without looking at what the cards say. Let the students look at their cards once they are seated again, and tell them that their stories should include all of the elements on the cards. Clarify any unfamiliar vocabulary by eliciting or explaining the meanings. Draw the students' attention to the fact that some of the elements on the cards have strong 'funny-scary story' potential. Give the students time to come up with the basic plot and ideas as to how they are going to incorporate the elements on the cards. They should do this by discussing, but tell them that they can take notes if they wish. Allow about five minutes for this, and monitor and help as they do the task.

3. When the students have finished, put pairs together into groups of four and ask them to share their stories. The pair listening to the story can suggest changes and come up with alternative ideas, which the authors can, but don't have to, incorporate into their story.
4. Ask the students to work in pairs again and put their final stories into writing. Monitor and help as they do the task.
5. Ask the students to work in groups of four again, but this time joining a different pair. Ask the students to read out their stories to each other. The pair listening to the story can give feedback on both the language and the story itself.
6. Ask the students to form groups of 8-10. The pairs take turns to read out their stories. Ask the students to try to make the stories as scary/funny as possible, using appropriate pitch and intonation. The groups can then vote on the best story.
7. Collect feedback with the whole class. If the students agree, ask the pairs with the best stories to read them out once again to the whole class.

