

## Secret lives: Teachers' notes and tips

### 1 Pre-writing tasks: reading an example

- a Fold the task sheet as indicated so that students only see the picture side.
- b Ask students to look at the picture and read the introduction.
- c Explain that Robert Campbell is an explorer and traveller. Not much is known about his private life. Elicit from students what kind of person they think Robert Campbell is by looking at the picture. Perhaps get macho, strong, brave, independent, adventurous...

#### Tip: bring the character alive

The more they can identify the kind of person he is, the more interested the students will be in reading about him.

- d Now students look at the dog and car. What do they think these things have in connection to Robert's life? Elicit / give: Alsatian, four-wheel drive. (The only other word they need is *Warrior*.)
- e Explain that *Secret Lives* is a page in a magazine called *One World*. Every month *Secret Lives* interviews a famous person. This month it is Robert Campbell. Without opening the page, ask students to imagine the endings to the beginnings of sentences. Encourage speaking, but no writing.

#### Tip: always use an example

What kind of car does Robert Campbell drive? A Mercedes? A Fiat Uno? A four-wheel drive?

#### Tip: monitor and encourage students to use their imaginations

Students need to get involved in this task in order to prepare them for the writing task.

### 2 Pre-writing tasks: generating ideas

- a Students in pairs are now asked to imagine a 'famous' person of their own. Give them the second worksheet: they need to *invent* a person, a name and a personality. They draw a picture of the person and write the name.

#### Tip: don't rush the preparation stage

The more they can identify a person of their own, the more interested the students will be in writing about them. Why not give cut out pictures from a magazine to inspire them?

#### Tip: make sure the students are working in pairs

They'll be more creative if they can bounce ideas off each other.

- b Now they need to answer the questions that go with their personality. Again this is still a speaking activity, the students are brainstorming ideas

and the emphasis is more on fluency rather than accuracy. Make sure students are using a noun or the -ing form after a preposition.

**Tip: give different tasks for different abilities**

Weaker students need to just concentrate on 'a black BMW'. Stronger students can be encouraged to add more 'I don't drive it because I have a driver. I sit in the back.'

### 3 Writing

- a **First draft:** Now the students are ready to start writing. Make sure they are still working together, and that they take it in turns to write the sentences. These are to be corrected, perhaps they should be written in pencil or on rough paper first.
- b **Improving:** Students then swap their answers with another pair to look at.

**Tip: encourage students to edit each others' work**

Students can spot mistakes more easily in another person's work, but this should help them to correct their own work too. Make sure there is constructive and sensitive criticism.

- c **Final draft:** Students make any necessary changes with spelling, vocabulary or grammar and then write neatly onto the worksheet.

### 4 Post-writing tasks: Speaking / Listening

- a Using their information students now imagine that one of the pair is the famous person, and their partner is an interviewer. It would be great if you could record an interview with Robert Campbell as both a listening exercise and a good example of what you want the students to do.  
Students, when ready, can do the interview in front of the other students.
- b If no tape recorder, use an OHT and show the first part as an example:

<b>Interviewer:</b>	Today in the studio we have the explorer Mr Robert Campbell as our guest. He's going to tell us things about himself we didn't know before. Welcome.
<b>Robert Campbell:</b>	Thank you. I'm happy to be here.
<b>Interviewer:</b>	So, tell us Mr Campbell, what car do you drive?
<b>Robert Campbell:</b>	I drive a four-wheel drive Toyota. It's fantastic, I can travel everywhere with it.

**Please note:**

This writing task is one of many that make up pages for *One World* magazine. When the students have finished this activity ask them to keep the page somewhere safe. In the future, when all the pages are written, the students will have an opportunity to design a front cover and put the pages together to make a complete magazine.