

Introduction

This is a book of 50 faces. A Guide to the Teacher with suggested classroom activities for learning language and culture begins on page 101.

The 50 faces represent people of five different ages: children, adolescent teen agers, young adults, middle-aged adults, and the elderly. Each age group is equally divided between males and females (although in a few faces, the gender is not obvious). The faces include many of the physical types around the world, but they are not intended to portray members of a particular culture, ethnic group, or nationality.

Aside from a few physical features, there are no clues to their identities, nationalities, or cultural origin. You will find no color of hair, eyes, or skin: no clothing, jewelry, make-up, headwear, facial markings, or eyeglasses, and no facial expressions that convey particular emotions or attitudes. This is intentional. It gives learners more freedom to supply these features on their own.

These faces are characters waiting for authors. They are waiting for language learners to imagine their identities, their histories, their hopes and dreams, their triumphs and tragedies—they are waiting for authors to bring them to life.

Through their imaginations and guided by the teacher, learners create these characters. Learners introduce their characters to the class, share their biographies, have them interact with one another, and together construct another world, fictional but real, like any work of art. To create the characters and their world, learners need to learn and use language.

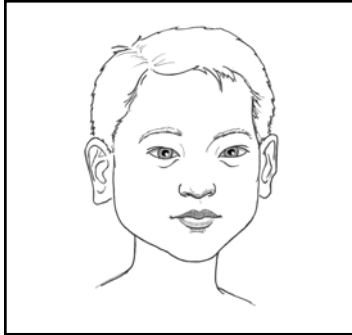
When learners have the opportunity to set aside their own lives and backgrounds, they can construct new lives and place themselves in other worlds, other cultures. In many ways, learning a second language is about learning to play new roles in a second culture, even creating a second identity. These characters allow learners to anticipate this process and to explore the possibilities of other selves. Imagination, coupled with culture-specific research, helps learners match their characters to cultural realities.

Turn the pages, choose a face, and find the words you need to tell this character's story!

The subtitle of this book is based on a teaching technique first described in Pro Lingua's *Language Teaching Techniques* by Raymond C. Clark. The name of the technique was inspired by the title of a play by Luigi Pirandello, "*Six Characters in Search of an Author.*"

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Child Faces



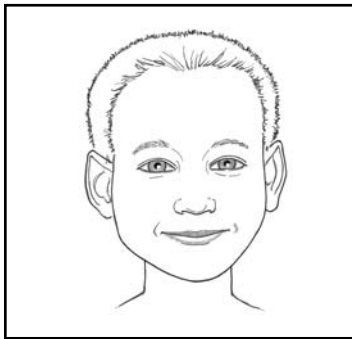
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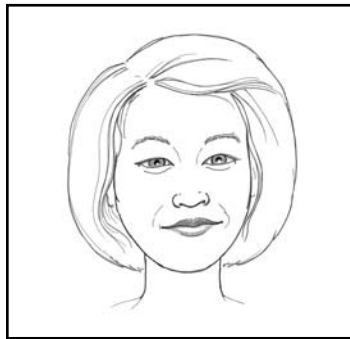
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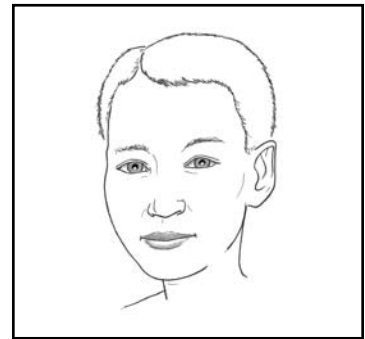
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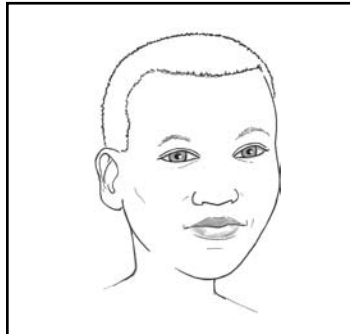
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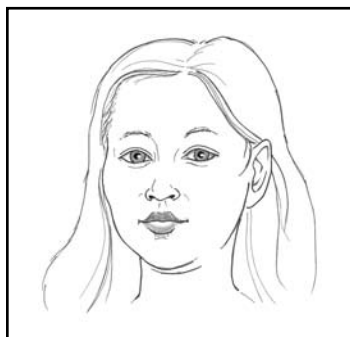
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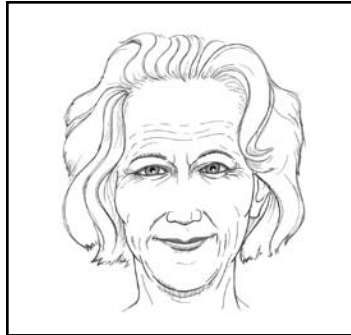
The other sections are Teen Faces, Young Adult Faces, and Middle-Aged Adult Faces.

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This *Teacher's Guide* is at the back of the book, *Faces*. The sample given includes the Introduction and the first two sections. "4 Characters – 1 Face" shows what different characters four students could create prompted by the same face; it is from the inside front cover of the book.