

The teacher monitors the group work and supports the groups that require help.

Once all the groups complete the description, the word and sentence features of the written descriptions are discussed.

Stage 2

Instruction: Imagine a person of your choice, describe his/her physical and psychological attributes and talk about his/her likes and dislikes.

Présentez une personne de votre choix. Décrivez son caractère physique et psychologique et ce qu'il/elle aime et ce qu'il/elle n'aime pas.

Procedure (Individual work)

- Each student writes a description.
- Students are free to refer to their previous work if they wish to.
- The teacher offers feedback to each student on their use of vocabulary and verbs.
- Students revise their drafts based on feedback.
- Ideally, students should be encouraged to write multiple drafts.

Outcome: This activity can be expected to promote writing, which is one of the most challenging skills to teach in an FL classroom. Guided instructions along with feedback-led multi-drafting is an effective way of developing descriptive writing skills in a FL. Similar activities can also be used to teach descriptions of things and places; the repertoire of students will thus gradually expand.

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Classroom Activities

Learning to Write Independently

Activity 3 & 4 : Richa Goswami

Background: Children often find writing an alien activity. However, if we engage them in challenging tasks, they may begin to enjoy writing.

Objective: Helping children write a story independently

Level: Class 4-5

Time: 30-40 minutes

Activity 3: Writing a Familiar Story

Procedure

- Choose a story that the students are familiar with; for example, the story of the lion and the mouse.
- Ask the students to narrate the story by adding one sentence each to the story.
- In this round of collective storytelling, language should not be a constraint and getting more and more students to participate would be desirable.
- Children should feel free to use any language they wish to.
- You may encourage them to add new details. These could be about the setting of the story or emotions of the characters, etc.
- Repeat the collective round of storytelling, but this time the students should try and add the sentence in English.
- Students who are unable to add a sentence in English should be allowed to use any other language they know. The teacher may help them with its English version.

- The teacher should write the story as it unfolds or is retold in English on the board.
- Once the story is finished, ask the students to copy it down in their notebooks.
- After a few days, the children go back to the same story and write a fresh version of it in their own words.

Activity 4

Descriptive Writing

Objectives: Helping children write short descriptions independently

Level: Class 4-5

Time: 30-40 minutes

Procedure

- Choose a place or a thing that the students are familiar with such as a classroom, school, home, etc.
- Think of some categories to help them describe it such as: things, colours, numbers, sounds, feelings, different kinds of smell and texture, etc.
- You can add or remove the categories as per the thing or place to be described.
- Write these categories on the board and for each of them ask questions that will help the students describe it. For example, what are the things you see in the class?
- You could ask questions like: What is the colour? What are the sounds that you hear? Do the sounds change as the day progresses? What are the smells that you often smell sitting here? Do they change as the day progresses?

- As the students respond, keep jotting some helping words on the board in front of each category. For example:
Things and colours: Black dog, brown benches, grey shed, white walls etc.
- After this ask the students to write a few sentences about the topic on the board.
- Ask them to write a more elaborate version in their notebooks.

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