

UNEX Developing Written Skills



Title: Consequences

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Keywords: #writing skills, #creative writing, #writing a diary, #grammar, #vocabulary

Duration: *Depending on the number of students. Approximately 20 mins.*

Description:

This activity works best with small classes of 6-12 students, but it can be adapted to larger classes if the students are confident enough to read and write together in small groups. This activity is great for students between 8 and 12 years old.

Objectives:

1. Practicing grammar
2. Practicing vocabulary
3. Sentence structure
4. Reading
5. Creativity

Activity(ies) (Stages):

Instructions:

1. The teacher arranges the class into rows or a small circle. Each student needs a piece of paper and a pen.
2. The teacher tells the class that they need to write one line of a story which would be turned into a diary. For beginners, the teacher can create a sentence with blanks on the board for them to copy. For advanced students, the teacher can make the task broader by telling them to complete a sentence which is started by the teacher. The topics of the sentences need to be from the student's routine and every next sentence need to be connected to the previous in order the text to look like a diary. Moreover, the teacher can give a certain timeframe for the students to finish their line of a story.
3. When the time is over, the teacher tells the students to fold over their piece of paper so that their sentence is hidden and pass their piece of paper to the student next to them. The teacher tells the students not to open the piece of paper but to keep it folded.

4. As a next round, the teacher has to begin another sentence and the students have to start their new sentence on the new piece of paper that they received.
5. The teacher decides how many rounds to continue the activity. Once the activity is over, the teacher asks the students to open up their folded story and take turns to read it out. There should be some nonsensical, amusing stories to enjoy together. If there are any grammar/vocabulary mistakes or sentence which are not structured correct, the teacher has to start a discussion and to point the correct version.

Tips for trainers

For beginners, the teacher can write a few sentences on the board for the students to fill in the blanks.

Example:

- 1: This morning I had ___ (food) and ___ (drink) (for breakfast).
- 2: I ate this for breakfast because ___(reason)
- 3: After breakfast I ___ (action)
- 4: Today I dressed up for school with ___ (cloths description)
- 5: I have chosen to dress up exactly with these cloths this morning because ___ (reason)

For advanced students, the teacher can pronounce the beginning of the sentence and the students have to write it down and to come up with creative end of the story.

For big classes, the teacher can divide the students into small teams, where every team is writing different stories/ diaries.

The activity can be completed by handwriting.

List of resources, materials etc.

Pens / pencils and paper for each of the students.

Evaluation/Feedback



The teacher will provide feedback on the applicability of the method.

The teacher evaluates students' comprehension ability after each activity, according to the written results.

Moreover, while the students are reading the stories loudly, the teachers can ask them to spell the complicated words and to open discussion if some of the structure of the sentences is not written correctly, in order to focus on grammar and vocabulary.