



Activity 19 and 20

Flower writing | Activity 19a

Focus:	Writing
Level:	Pre-intermediate and above (A2 and upwards)
Key Language:	vocabulary of any topic
Aims:	to develop writing skills in a controlled manner, to practise specific phrases and vocabulary, to focus on organisation of ideas in writing

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See the full picture | Activity 20a

Focus:	Speaking
Level:	Pre-intermediate and above (A2 and upwards)
Key Language:	prepositions of place
Aims:	to develop fluency skills and build confidence, to practise picture description and spatial referencing, to practise question forms

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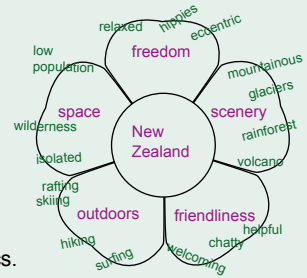
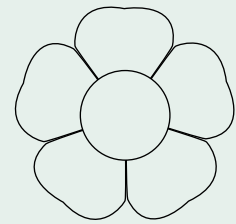
Activity 19 and 20



Flower writing | Activity 19b

Procedure

1. Ask students to suggest a topic for writing (e.g. my favourite film). Have them draw a flower (see illustration) and write the topic in the middle.
2. Get students to write sub-themes for the topic in each of the petals of the flower. They can work together at this stage, deciding on key language.
3. Students add to their petals by writing down more related words (see illustration).
4. Tell students that each petal will be a different paragraph of a piece of writing.
5. Students work alone to structure their writing, with information about the target audience and genre given by the teacher. They use the language in the flower to help build the text. The teacher monitors their work and provides support.
6. Students peer correct and work on re-drafting the texts they have produced.



Tips

Tip 1: As a warmer, students can write the sub-themes but not the main topic and guess each other's topics.

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See the full picture | Activity 20b

Procedure

1. Choose a picture which can be divided into four quarters, with a clear central theme and content in all four quarters.
2. Cut the picture into four quarters and stick each quarter on a separate piece of paper in the appropriate corner.
3. Put students in groups of four, in a circle with their backs to each other. Each student receives one quarter of the picture.
4. Each student describes their quarter of the picture while the other three draw what is being described in the appropriate quadrant.
5. When all four students have described their pictures, they show each other and compare their paper with the original.
6. The teacher reviews the pictures and the class discusses what was difficult in terms of vocabulary and prepositions when describing their picture.
7. The pictures are displayed on the walls of the class, and the activity is repeated (on another occasion) with a picture chosen by a student.

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