



Cambridge Assessment  
International Education

## Lesson plan

Descriptive writing practice

## Lesson plan – Descriptive writing practice

Descriptive writing	
<b>Learning objectives</b>	To practise building up atmosphere in a descriptive piece of writing.
<b>Lesson objectives</b>	Learners will focus on detail. Learners will include five senses, their feelings, and thoughts in their writing.
<b>Previous learning</b>	Exercises will have been done on exact and detailed description of objects and surroundings, some exploring of sensory perceptions such as hearing or smells, and vocabulary to express these experiences.
<b>Additional resources</b>	Examples of effective descriptions of people and places: <a href="http://www.englishbiz.co.uk/mainguides/describe.htm">www.englishbiz.co.uk/mainguides/describe.htm</a> <a href="http://www.readingrockets.org/strategies/descriptive_writing">www.readingrockets.org/strategies/descriptive_writing</a> <a href="http://www.collegeessay.org/blog/descriptive-essay-examples/descriptive-essay-about-a-person.pdf">www.collegeessay.org/blog/descriptive-essay-examples/descriptive-essay-about-a-person.pdf</a>  Forty descriptive writing topics: <a href="http://grammar.about.com/od/developingessays/a/topdescription.htm">http://grammar.about.com/od/developingessays/a/topdescription.htm</a>

Plan		
<b>Lesson activity 1</b>	<b>Classroom activities</b>	<b>Resources</b>
	<p><b>Starter activity:</b> Learners choose a photo (out of 2) – (see resources).</p> 	<p>Magazine picture Personal photos</p>
	<p>Learners look carefully at the photo. What can they see and imagine</p> <ul style="list-style-type: none"> <li>• see</li> <li>• smell</li> <li>• touch</li> <li>• hear</li> <li>• taste.</li> </ul> <p>Learners write brief notes of what they can see, smell, feel, ... Discuss learners' ideas.</p>	

Plan		
Lesson activity 2	Classroom activities	Resources
	<p>Show learners the painting <i>Garden at Sainte-Adresse</i> by Claude Monet.</p> <p>Learners do not speak for a minute and try to remember as many details as possible in one minute, but do not make notes. The picture is then hidden, and they write down what they remember.</p> <ul style="list-style-type: none"> <li>• Can you name the main features of the painting?</li> <li>• Do you like the picture? Why? / Why not?</li> </ul>	 <p><a href="https://en.wikipedia.org/">https://en.wikipedia.org/</a></p>
	<p>Learners think of ways to group the items. Possible answers: people, clothes, things on the water, things on land, plants, colours ... .</p> <p>Describe the atmosphere on the terrace in a short paragraph.</p> <p><b>Task:</b> Learners write a descriptive text of this whole scene shown in the picture.</p> <p>Reveal the picture again. Learners choose a position within it. They can go there as themselves or adapt a position of someone or something in the picture. Once they have chosen, they should signal that they are ready and write the position on top of their essay. Then they can start.</p> <p>Learners describe:</p> <ul style="list-style-type: none"> <li>• What they can see</li> <li>• What they can hear</li> <li>• What smells are around</li> <li>• How the temperature makes them feel</li> </ul>	

## Plan

- How their body feels – are they standing, sitting, does anything hurt or is something particularly pleasant?
- How they feel in general – sad, happy, tired, awake.
- Do they have feelings towards others in the picture?
- Do they think of anything that is not in the picture?

The order is not prescriptive, but all points must be included and keep within the word limit of between 350 and 500 words.

Learners must also include a change of atmosphere or a change of position, ideally both.

To make this task easier, learners could write a letter to a person they are close to:

*Dear XXXX, right now I am looking at ...*

The word limit should be between 350 and 500 words.

Additional information	
<b>Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?</b>	Learners can use the word lists (please see additional resources, page 1) to enhance the variety of their writing. More able learners can add a piece of music to their text which they feel would support the general atmosphere. They need to describe this music in enough detail to add proper depth to their writing.
<b>Assessment: How are you planning to check learners' learning?</b>	<b>Starter for the next lesson:</b> Learners think of 10 words to describe five sense perceptions from the Monet painting? Mark writing for assessment for learning (AfL).
Reflection and evaluation	
<ul style="list-style-type: none"> <li>• Were the lesson objectives realistic?</li> <li>• What did the learners learn today?</li> <li>• What was the learning atmosphere like?</li> <li>• Did my planned differentiation work well?</li> <li>• Did the timings work?</li> <li>• What changes did I make from my plan and why?</li> </ul>	
Summary and evaluation	
<ul style="list-style-type: none"> <li>• What went really well? (Consider both teaching and learning.)</li> <li>• What would have improved the lesson? (Consider both teaching and learning.)</li> <li>• What have I learned from this lesson about the class or individuals that will inform my next lesson?</li> </ul>	