

ESL Writing Activities

for

Kids and Adults

Email Writing

Objective: Learners will practice writing formal emails to request information, improving their ability to communicate professionally and effectively in written English.

Level: Intermediate to Advanced

Duration: 1 hour and 30 minutes

Materials Needed

- Sample email templates
- Email Writing Checklist

Teaching Outline

Introduction (10 minutes)

Begin by discussing the importance of email in professional communication. Explain the structure of a formal email: Subject Line, Greeting, Introduction, Body, Closing, and Signature. Encourage learners to ask questions and participate actively in the discussion.

Warm-Up (10 minutes)

Display a sample formal email. Highlight the key parts of the email and discuss common phrases and language used in formal emails. Facilitate a brief role-play activity where students act out a formal email exchange.

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Research (10 minutes)

Ask learners to choose a company they are interested in, either from a provided list or by searching online. Guide learners in conducting thorough research to gather relevant information about the chosen company's offerings.

Drafting the Email (20 minutes)

Distribute the Email Writing Checklist. Instruct learners to write their email following the formal email structure:

- Clear subject line
- Polite greeting
- Brief self-introduction
- Clear request for information
- Specific questions

Polite closing and signature. Offer support and guidance as needed to ensure that learners understand and apply the key components of formal email writing effectively.

Peer Review (15 minutes)

Have learners exchange emails with a partner. Partners review each other's emails using the Email Writing Checklist. Encourage learners to focus on both strengths and areas for improvement in their partner's email.

Final Draft (15 minutes)

Learners revise their emails based on the feedback received. They then write the final draft of the email. Encourage learners to reflect on the

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feedback received during the peer review process and make thoughtful revisions to their emails.

Reflection (10 minutes)

Conduct a class discussion on what they learned about writing formal emails. Facilitate a reflective discussion where learners can articulate their insights and discoveries about the email writing process.

Email Writing Checklist

Subject Line

- Is it clear and specific?
- Does it summarize the purpose of the email?

Greeting

- Is it polite and appropriate for the recipient?

Introduction

- Does it clearly state who the writer is?
- Is it concise and to the point?

Body

- Does it clearly state the request for information?
- Are specific questions about the product/service included?
- Is the language formal and polite?

Closing

- Is there a polite closing line?
- Is the writer's name included at the end of the email?

Assessment

Evaluate the learners' emails based on the clarity and specificity of the subject line, appropriateness of the greeting, quality of the introduction, effectiveness of the body in clearly requesting information and including specific, relevant questions, the politeness and formality of the language used, and the completeness of the closing, including a polite sign-off and the writer's name.

This activity helps learners develop professional communication skills by practicing formal email writing, which is crucial in professional and academic settings. It encourages critical thinking through crafting specific questions and requests.

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Social Media Posts

Objective: Learners will practice writing concise, engaging social media posts, improving their ability to communicate effectively and appropriately in various social media contexts.

Level: Intermediate to Advanced

Duration: 1 hour and 30 minutes

Materials Needed

- Examples of social media posts (screenshots or links)
- Social Media Post Writing Checklist

Teaching Outline

Introduction (10 minutes)

Begin by discussing the role of social media in personal and professional communication. Explain the key elements of an effective social media post, including brevity, engagement, and relevance. Encourage learners to share their experiences with social media.

Warm-Up (10 minutes)

Display examples of successful social media posts from various platforms (e.g., Twitter, Facebook, Instagram). Highlight the different tones and styles used for each platform and discuss what makes these posts effective. Ask learners to identify the elements they think contribute to a post's success.

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Research (10 minutes)

Ask learners to select a topic or product they are passionate about or interested in. They should research recent trends, popular hashtags, and related content on their chosen topic. Encourage them to take notes on the language and style used in popular posts.

Drafting the Post (20 minutes)

Distribute the Social Media Post Writing Checklist. Instruct learners to draft a social media post for their chosen topic. Remind them to consider:

- Platform-specific constraints (e.g., character limits for Twitter)
- Use of hashtags and mentions
- Engaging visuals or links
- A clear call to action or engaging question

Peer Review (15 minutes)

Have learners exchange posts with a partner. Partners review each other's posts using the Social Media Post Writing Checklist. Encourage learners to focus on clarity, engagement, and appropriateness for the chosen platform.

Final Draft (15 minutes)

Learners revise their posts based on the feedback received. They then write the final draft of their social media post. Optionally, they can share their posts on a class blog or social media account set up by the teacher.

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Reflection (10 minutes)

Conduct a class discussion on what they learned about writing social media posts. Facilitate a reflective discussion where learners can articulate their insights and discoveries about the social media writing process.

Social Media Posts Writing Checklist

Clarity

- Is the message clear and easy to understand?
- Is it concise and to the point?

Engagement

- Does it include a call to action or a question to engage the audience?
- Are relevant hashtags and mentions used appropriately?

Appropriateness

- Is the tone suitable for the chosen platform?
- Is the language appropriate for the target audience?

Visuals

- If included, do the visuals enhance the message?
- Are the visuals relevant and engaging?

Assessment

Evaluate the learners' social media posts based on clarity, engagement, appropriateness for the platform, and effective use of visuals and hashtags. Consider how well they incorporated feedback from the peer review and whether their posts would likely be effective in a real social media context.

This activity helps learners develop skills in writing for social media, which is essential for both personal and professional communication in today's digital age. It encourages creative thinking through crafting engaging content across different social media platforms.

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Restaurant Review

Objective: Learners will practice writing detailed and descriptive restaurant reviews, improving their ability to express opinions and provide useful information in written English.

Level: Intermediate to Advanced

Duration: 1 hour and 30 minutes

Materials Needed

- Sample restaurant reviews (screenshots or links)
- Restaurant Review Writing Checklist

Teaching Outline

Introduction (10 minutes)

Begin by discussing the purpose and importance of restaurant reviews. Explain the key components of a well-written restaurant review, including the description of the food, ambiance, service, and overall experience. Encourage learners to share their experiences with reading or writing reviews.

Warm-Up (10 minutes)

Display examples of detailed and well-written restaurant reviews. Highlight the different elements that make these reviews effective, such as vivid descriptions, balanced opinions, and specific details. Discuss the tone and language typically used in professional and casual reviews.

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Research (10 minutes)

Ask learners to choose a restaurant they have visited recently or one they are interested in. They should gather relevant information about the restaurant, such as its menu, location, ambiance, and any unique features. Encourage them to take notes on their personal experience or the information they find online.

Drafting the Review (20 minutes)

Distribute the Restaurant Review Writing Checklist. Instruct learners to write their restaurant review, ensuring they include:

- A brief introduction to the restaurant
- Detailed descriptions of the food and drinks
- Comments on the ambiance and setting
- Observations about the service
- Their overall impression and recommendation

Peer Review (15 minutes)

Have learners exchange reviews with a partner. Partners review each other's work using the Restaurant Review Writing Checklist. Encourage learners to focus on the clarity, detail, and balance of the review, as well as the effectiveness of the descriptions.

Final Draft (15 minutes)

Learners revise their reviews based on the feedback received. They then write the final draft of their restaurant review. Optionally, they can share their reviews on a class blog or review platform set up by the teacher.

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Reflection (10 minutes)

Conduct a class discussion on what they learned about writing restaurant reviews. Facilitate a reflective discussion where learners can articulate their insights and discoveries about the review writing process.

Restaurant Review Writing Checklist

Introduction

- Is there a clear introduction to the restaurant?
- Does it provide context for the review?

Food and Drinks

- Are the food and drinks described in detail?
- Are specific dishes and their flavors highlighted?

Ambiance and Setting

- Is the ambiance of the restaurant described?
- Are specific elements of the setting mentioned?

Service

- Are the observations about the service clear and detailed?
- Are both positive and negative aspects of the service mentioned?

Overall Impression

- Is there a clear overall impression of the dining experience?
- Is there a recommendation or conclusion?

Assessment

Evaluate the learners' restaurant reviews based on the clarity and detail of the introduction, descriptions of the food and drinks, comments on the ambiance and service, and the overall impression and recommendation. Consider how well they incorporated feedback from the peer review and whether their reviews provide a balanced and informative perspective on the restaurant.

This activity helps learners develop descriptive writing skills and the ability to express opinions clearly and effectively. It enhances their ability to provide detailed reviews, and encourages critical thinking through evaluating various aspects of the dining experience.

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News Article Summary

Objective: Learners will practice summarizing news articles, improving their ability to identify key points and convey information concisely in written English.

Level: Intermediate to Advanced

Duration: 1 hour and 30 minutes

Materials Needed

- Sample news articles (printed or digital)
- News Article Summary Checklist

Teaching Outline

Introduction (10 minutes)

Begin by discussing the importance of summarizing news articles, such as staying informed and sharing information. Explain the key elements of a good summary: identifying main ideas, avoiding unnecessary details, and using clear and concise language. Encourage learners to share their experiences with reading and summarizing news.

Warm-Up (10 minutes)

Display a sample news article and its summary. Highlight the main points that were included in the summary and discuss why certain details were omitted. Emphasize the importance of capturing the essence of the article without adding personal opinions or interpretations.

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Research (10 minutes)

Ask learners to select a recent news article from a reputable news source. They should read the article carefully, taking notes on the key points, main ideas, and important details. Encourage them to identify the who, what, when, where, why, and how of the article.

Drafting the Summary (20 minutes)

Distribute the News Article Summary Checklist. Instruct learners to write their summary, ensuring they include:

- The main idea of the article
- Key points and important details
- Clear and concise language without personal opinions

Peer Review (15 minutes)

Have learners exchange summaries with a partner. Partners review each other's work using the News Article Summary Checklist. Encourage learners to focus on the clarity and conciseness of the summary, as well as the inclusion of all key points.

Final Draft (15 minutes)

Learners revise their summaries based on the feedback received. They then write the final draft of their news article summary. Optionally, they can share their summaries in a class discussion or on a class blog.

Reflection (10 minutes)

Conduct a class discussion on what they learned about summarizing news articles. Facilitate a reflective discussion where learners can articulate their insights and discoveries about the summarizing process.

News Article Summary Checklist

Main Idea

- Is the main idea of the article clearly stated?
- Does the summary capture the essence of the article?

Key Points

- Are the key points and important details included?
- Are unnecessary details omitted?

Clarity and Conciseness

- Is the language clear and concise?
- Is the summary free of personal opinions and interpretations?

Assessment

Evaluate the learners' summaries based on the clarity and accuracy of the main idea, the inclusion of key points and important details, and the conciseness and objectivity of the language. Consider how well they incorporated feedback from the peer review and whether their summaries effectively convey the essence of the original news article.

This activity helps learners develop summarizing skills, which are essential for academic and professional communication. It enhances their ability to identify key points and convey information concisely, and encourages critical thinking through analyzing and condensing complex information.

Diary Entry

Objective: Learners will practice writing personal diary entries, improving their ability to express thoughts, feelings, and experiences in written English.

Level: Intermediate to Advanced

Duration: 1 hour and 30 minutes

Materials Needed

- Writing journals or notebooks
- Sample diary entries (printed or digital)
- Diary Entry Writing Checklist

Teaching Outline

Introduction (10 minutes)

Begin by discussing the purpose of keeping a diary, such as self-reflection, personal growth, and documenting experiences. Explain the key components of a diary entry: date, description of events, personal thoughts, and feelings. Encourage learners to share if they have ever kept a diary or journal.

Warm-Up (10 minutes)

Display a sample diary entry. Highlight the use of descriptive language, personal reflection, and emotional expression. Discuss how diary entries differ from other types of writing due to their personal and informal nature.

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Brainstorming (10 minutes)

Ask learners to think about a recent event or day that was significant to them. They should consider what happened, how they felt, and any reflections or thoughts they had about the experience. Encourage them to jot down notes or create a mind map to organize their ideas.

Drafting the Diary Entry (20 minutes)

Distribute the Diary Entry Writing Checklist. Instruct learners to write their diary entry, ensuring they include:

- The date of the entry
- A detailed description of the event or day
- Personal thoughts and feelings about the experience
- Reflections or insights gained from the event

Peer Review (15 minutes)

Have learners exchange diary entries with a partner. Partners review each other's entries using the Diary Entry Writing Checklist. Encourage learners to focus on the clarity, detail, and emotional expression of the entry, as well as the inclusion of personal reflections.

Final Draft (15 minutes)

Learners revise their diary entries based on the feedback received. They then write the final draft of their entry. Optionally, they can share their entries in a small group or class discussion, respecting each other's privacy and confidentiality.

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Reflection (10 minutes)

Conduct a class discussion on what they learned about writing diary entries. Facilitate a reflective discussion where learners can articulate their insights and discoveries about expressing personal thoughts and feelings through writing.

Diary Entry Writing Checklist

Date

- Is the date of the entry included?

Description of Events

- Is there a detailed description of the event or day?
- Are specific details and experiences mentioned?

Personal Thoughts and Feelings

- Are personal thoughts and feelings clearly expressed?
- Is the language reflective and personal?

Reflections and Insights

- Are reflections or insights about the experience included?
- Does the entry convey any lessons learned or personal growth?

Assessment

Evaluate the learners' diary entries based on the inclusion of the date, detailed description of events, clarity and depth of personal thoughts and feelings, and the inclusion of reflections or insights. Consider how well they incorporated feedback from the peer review and whether their entries effectively convey their personal experiences and reflections.

This activity helps learners develop expressive writing skills, which are essential for personal and emotional growth. It enhances their ability to reflect on and articulate their experiences and feelings, and encourages self-awareness and introspection through personal reflection.

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