By Lysanne Audy

| Out of Class | In Class (Instructor) | In Class (Students) |
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- Individual Work
- Work in Groups
- Reading
- Writing
- Problem Solving
- Discussion
- Peer-Review
- Present
- Quiz
- Create

**Begin Here.**

Students read a short fiction text in order to see the theoretical framework of a story and to understand how to create a character and an ambiance.

As they read they underline new vocabulary and focus on how the author uses people, places, and things to establish characteristics of the characters in the story and the ambiance.

In class, the instructor presents the theory behind the structure of a narrative, going over the significance of literary devices such as narration and the goal/bias of the character.

In class, the instructor gives a short pop quiz to revise the theoretical structure of the story (in the form of an oral questionaire).

The instructor introduces the activity and separates the class into groups of 5, each of the groups has a whiteboard and a different colored marker.

In groups the students are asked to start to create a story on the theme of stealing by writing the beginning (initial situation).

The group also starts outlining the characteristics of the protagonist and begins to fill in the story grid

The instructor stops the activity and asks the groups to switch whiteboards so that they are in front of a different story and have to read and adapt to the new situation.

In groups, at the second board they write the "élément déclancheur" and finish filling out the grid; at the third board they write an action and an adjective that shows an internal point of view of the narrator (this is underlined); at the fourth board they write the last action/dénoument; at the sixth board they write the conclusion and give the story a title.

The instructor stops the activity and moves to the class-wide portion of the exercise.

Each group reads out one of the stories to the class

As a class, they discuss elements that make one story more effective than another, pointing out what parts of the narrative structure make it weaker, whether or not each group stayed consistent with the grammatical tense, and they vote on which story is the best one.

In their groups they correct the language/grammar and the teacher circulates, underlines mistakes, and picks out some sentences with common mistakes to correct as a class.