

Coherent language



Drawing up a text plan in writing



OBJECTIVE: To develop coherent written and spoken language. To teach students how to create concise coherent sentences by summarising the content of the text. To develop grammatical regularity, writing and organisational (error checking) skills.



TOOLS: Printed PDF worksheets, colour marker, selected writing tool, error checking sheet.



COMPLETING THE TASK

The student receives printed worksheets. The task is explained to the student. The structural units of the text (Introduction, body, conclusion) are discussed. The student is advised and reminded about how to give a title to a text and how to draw up a text plan. It is suggested to use the error checking sheet.

The student is asked to:

- Read the text provided in accordance with its structural parts and to reflect on each part;
- Mark keywords in each paragraph;
- Make a text plan based on the marked words and the general perception of the text, and to write it down;
- Create and write down the title of the text;
- Check spelling errors using an error checking sheet;
- Read the written sentences out loud.



ADDITIONAL IDEAS FOR COMPLETING THE TASK

It can be suggested that the student comes up with a different ending to the text, writes it down and checks the text for errors.

Coherent language



Drawing up a text plan in writing

TASK

1. **Read** the text and **think** about each paragraph.
2. **Mark** keywords in each paragraph.
3. **Make a written** text plan (use the marked words).
4. **Create and write down** the title for the text.
5. **Check** the errors (use the error checking sheet).
6. **Read** the sentences that you wrote down **out loud**.

TASK FLOWCHART

Tick the stages you have completed



1.		☐
2.		☐
3.		☐
4.		☐
5.		☐
6.		☐

Coherent language



Drawing up a text plan in writing

Name: _____

Class: _____

Text

One Sunday morning, siblings Caspar and Emma decided to ride their bikes in the city park. The children took their water bottles with them.

At first, the children made a few laps along the main paths of the park, but there were a lot of people as well as running children and dogs. This was interfering with the feeling of freedom, so Emma suggested going to a more remote location.

What a pleasure it was to ride at full speed among the green trees, bushes and colourful flowerbeds! For an entire hour, the children competed with each other. Caspar kept overtaking Emma, but his sister didn't give up and kept catching up to her brother. At last they got tired and sat down to take a breath and drink some water.

It was only then that the children noticed that the sky was covered in clouds and it was about to start raining. Caspar suggested that they go home as soon as possible.

When the siblings returned, they told their parents about how they had a great bike ride and that they noticed the approaching rain in time.





Coherent language

Drawing up a text plan in writing

Name: _____

Class: _____

Make a plan for the text.

Plan

Title of the text

Introduction

- The children came up with the idea to go on a bike ride.

Body

- _____
- _____
- _____
- _____
- _____
- _____

Conclusion

- _____
- _____

Make up and write down a different ending.

- _____
- _____
- _____
- _____

