



Coherent Language

Creating a description based on sentence starters and provided words



OBJECTIVE: To develop coherent written and spoken language. To strengthen text comprehension skills. To teach the student how to create a description of an object using sentence starters and provided words, as well as to distinguish between the structural parts of a text. To develop grammatical regularity, as well as writing and organisational (error checking) skills.



TOOLS: Printed PDF worksheets, writing tool of choice, drawing tools, error checking sheet.



COMPLETING THE TASK

The student receives printed worksheets. The task is explained to the student. The features of the different structural parts of the text are discussed. It is suggested to use the sheet for checking spelling errors.

The student is asked to:

- Read the three paragraphs and see if they have understood all the words and the general meaning of the paragraphs;
- Number the paragraphs consecutively according to the order of the structural parts of the text: beginning, body, end;
- Read the text again;
- Create and write a description of a kite using the instructions;
- Check for errors using the error checking sheet;
- Read the description out loud.



ADDITIONAL IDEAS FOR COMPLETING THE TASK

- Highly-skilled students can be offered to write the description as a free-form essay.
- Alternatively, the student can describe one or more of the children mentioned in the text.



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TASK

- 1. **Read** the three paragraphs and see if you have understood all the words and the general meaning of the paragraphs.
- 2. **Number** the paragraphs consecutively.
- 3. **Read** the text again.
- 4. **Create** and **write** a description of a kite (use the instructions).
- 5. **Check** for errors (use the error checking sheet).
- 6. **Read** the description **out loud**.

TASK FLOWCHART

Tick the stages you have completed ☐

1.		☐
2.		☐
3.		☐
4.		☐
5.		☐
6.		☐





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Name: _____

Class: _____

There was a big meadow by the river. The children laid out the kite on the grass and checked if the frame rods were inserted correctly. They then played Rock, Paper, Scissors to decide who would fly the kite first. Barbara was the lucky one. She took the ropes, while George pointed out which way the wind was blowing. Aurora did a countdown for Barbara to start running. Barbara hurried as fast as she could, while the kite caught the wind and took off. It flew across the sky so beautifully!



One Sunday morning, Aurora, Barbara and George got up very early. The evening before, the children agreed that they would meet to fly a new kite. The kite belonged to Aurora. It was brought by her mother from a trip. Aurora invited her friends to fly the kite together. George suggested going to the river, as he knew they had to find a windy place.



The children took turns flying the kite up into the sky until lunchtime. The girls were a bit better at it, but George didn't mind. He was happy that his friends were happy. It was a memorable Sunday!





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Name: _____

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How to describe the kite? INSTRUCTIONS



- 1** **Imagine and draw** the kite you want to describe.





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2 Describe your overall impression.

- **Start the sentence:** The kite was simply.../ I liked...
- **Use the words:** beautiful/ugly, liked/disliked, impressive, special, wonderful...

3 Describe the details: size, shape, colour, what it is made of.

- **Start your sentences:** The kite was.../ It was.../ It was made of...
- **Use the words:**
 - small/large/medium, giant,
 - square/rectangular/diamond-shaped,
 - colourful/bright/red/blue/yellow,
 - wooden rods/plastic rods/film/thin fabric...





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APPENDIX

Describe the kite flown by the children.

Describe one of the children.

