



Expanding a description teacher notes

Comprehension: Interpreting explicit information 100-109

The ACER Reading team have taken the original PAT Teaching Resources Centre teaching activity, *Expanding a description 2 (Interpreting explicit information, 100-109)* and have adapted it so that it can be used for remote learning.

You may use the resources we have provided directly with your own students, or you could use them as a model to create your own remote learning resources. You could furthermore adapt other PAT Teaching Resource Centre teaching activities in the same way.

Accompanying components for this teaching activity:

- Student [Expanding a Description Video](#) (with accompanying script below)
- Texts (in student worksheet and teacher notes)
- [Student Expanding a Description Worksheet](#)


Script for [Expanding a Description Video](#)

Today we are going to look at how the same idea can be written in many different ways. Sometimes, descriptions of an action or event can be very short. Take this example:

Mark washed the dishes.

It's a short, clear description of what Mark did. But it could be written in many other ways. For example:

Mark put the plates and cutlery into the soapy water. He wiped them all down with a sponge and placed them on the benchtop to dry.



This is still a description of Mark washing the dishes, but it provides a bit more detail, so we develop more of a picture of Mark washing the dishes in our mind.

It's possible to describe this in even more detail. For example:

Mark put the plates and cutlery into the soapy water. Suds splashed onto his shirt and face. He washed them away with a gloved hand and reached for the worn out sponge. He scrubbed at the sticky remains of the lasagne he and his family had enjoyed for dinner. Soon all the dishes had been piled up on the benchtop, ready for Mark's sister to attack them with a tea towel.

This last description gives a much clearer picture again of Mark washing the dishes. It uses words like 'scrubbed', 'worn out', 'sticky' and 'piled up' to create this picture for us and make it sound more interesting.

So now I'd like you to have a turn at writing a detailed and interesting description of a single event. The event I want you to describe is:

The volcano erupted.

A volcano erupting is a very exciting thing, but those three words don't show just how exciting it is. When writing your description, I want you to ask yourself the following questions: What does a volcano erupting look like? What does it look like as it starts to erupt? What does the lava look like? Are there any sounds? Are there any smells you can describe? Remember, you're not writing a story, you're just writing a description of a single event in detail.

Once you have finished your description, please send it through to your teacher. Happy writing!