

Suggested Teaching Components

- Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Respond to and ask questions related to topics, e.g. greetings, weather, borrowing, time, familiar actions
- Negotiate the classroom environment:
 - make excuses/apologies for lateness, no homework etc.
 - ask for repetition, clarification, explanation
 - explain absences
 - ask permission to leave class/school
- Negotiate the school environment:
 - find way around school
 - locate key areas/teachers

Suggested Themes, Topics and/ or Experiences

Health, weather, school, specialist rooms, local community, time, classroom, field trip, library, canteen, science experiments, shopping, sporting skills, map skills

Suggested Assessment Tasks

- Role play simple transactions in familiar contexts, e.g. canteen
- Give directions from point A to B on a map
- Request location of missing items using maps and mark location according to response
- Ask and answer questions about photos/pictures

Sample Strategies**Teacher directed**

- Model problem situations and introduce appropriate responses/requests
- Model rhythm and stress patterns of English using kinetic support, e.g. stepping out short dialogues
- Introduce prepositions of location using relevant diagrams
- Model listening and repeating questions/answers with visual support
- Rehearse and video role plays

Joint/guided

- Practise questions/answers in pairs using picture card prompts
- Listen to taped questions. Answer exchanges and supply correct information
- Use picture differences to identify features by direct observation or playing a barrier game
- Conduct question and answer quiz across themes
- Use video role plays with no sound to recall dialogue

Independent

- Use prompt cards to send students on errands
- Use relevant themes to ask/answer questions in pairs using photos/pictures
- Play barrier games with missing information
- Play '20 questions' to locate hidden objects