

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to a simple description
- Give a simple description, e.g. house, friend, place, equipment
- Follow the text structure and language features of a simple description

Suggested Themes, Topics and/or experiences

Family, literature themes, home, school, local environment, clothing, body, places, classroom, friends, countries, literature characters, self, food, equipment, landmarks (national and international)

Suggested Assessment Tasks

- Listen to a description and draw item/complete matrix
- Answer comprehension questions relating to physical details
- Describe a person/character/setting from a story
- Choose an object and describe to class
- Choose correct item from picture bank

Sample Strategies**Teacher directed**

- Model generic structure by giving descriptions of objects/people - emphasise adjectives of colour, size and shape
- Model use of 'to be' / 'to have' in present tense
- Demonstrate and practise use of personal pronouns by substituting for student names
- Extend descriptions to scenes/places with emphasis on singular/plural nouns and 'there is', 'there are'

Joint/guided construction

- Use sentence beginnings it is/it has to generate descriptive sentences
- Identify the object/person being described
- Use magazine pictures, textbook diagrams, postcards of landmarks (national and international) in groups or pairs to describe people, objects
- Play '20 questions', 'I Spy', 'Guess Who', 'Guess What'

Independent construction

- Listen to a description and draw item/complete matrix
- Answer comprehension questions relating to physical details
- Describe a family member/character from a story
- Choose an object and describe to class