

Rationale and Description

The *English Language Intensive Programme (ELIP) Primary Resource* is designed to support ESOL (English for Speakers of Other Languages) programmes. It is not intended to be a whole programme in itself, but provides guidelines for teachers of ESOL programmes by selecting some text examples, language outcomes and language learning focus points at three phases of English language learning. It is also linked directly to the *English Language Learning Progressions (ELLP)* and *Making Language and Learning Work: Years 5-8*. It is intended to be used alongside the *Supporting English Language Learners in Primary Schools (SELLIPS)* which provides general guidelines on text types and forms, language structures and focus for English learning in primary mainstream and ESOL specialist classes. All these resources are available from ESOL On-line.

The *English Language Intensive Programme (ELIP) Primary Resource* is a companion to the *English Language Intensive Programme Years 7-13 Resource* and contains adapted material from Foundation to Stage 2.

Foundation and Stage 1 learners are beginner learners of English. They may be literate in their first language/s or may have had little or no previous formal education and may be unable to read or write in their first language/s. They will vary widely in their exposure to English. Some may speak a little English, but this is likely to be limited to basic interpersonal communicative skills in a limited range of contexts. They will need a strong foundation in the fundamental building blocks of written and spoken English.

Stage 2 learners in primary schools are those who have established a strong foundation for their English language. They will have acquired approximately a 1000-2000 word working vocabulary. They will be gradually consolidating their English skills. Early phase learners in late primary years will be well below their age level cohort but will be moving closer towards using and producing cohort level texts. They will still need considerable intensive support.

The Example Texts give teachers some guidance on the complexity of the text appropriate at each level and will enable teachers to select texts for other curriculum areas at a similar level. The ELIP Resource is based on the principles of a spiral curriculum, as the language outcomes are similar at each Stage, but each successive Stage has an increased academic demand.

The ELIP Resource includes

- an overview of the Language Outcomes focussed on in each Stage
- an Orientation to Learning section at each Stage
- Example Texts related to a range of curriculum areas for Oral Interaction, Reading, understanding and responding and Writing, at three levels of English, with annotations on text structure, language features and grammar scope to support each Language Outcome
- suggested Teaching Components and Sample Strategies, suggested Themes, Topics and Experiences
- suggested Assessment tasks

None of the sections on Teaching Components, Sample Strategies, Grammar Scope, Suggested Topics/contexts or Assessments is intended to be comprehensive. Teachers should be encouraged to select from and add to all of these sections as far as their own professional knowledge and teaching repertoire allows. However, this Resource should support those teachers who are less confident in their knowledge about language, or uncertain about the level of text to choose and what teaching and learning strategies could be used to meet the Language Outcomes effectively.

The *ELIP Primary Resource* contains 3 stages (Foundation, Stage 1 and Stage 2). These stages are based on a language acquisition progression from a beginner level to a more advanced level of English oral language and literacy study in either a mainstream class or an ESOL programme. Most of these learners will already be literate in their first language, but a small number, mainly some students from refugee backgrounds, will need intensive and long term support at Foundation Stage and Stage 1. Many beginners may be using texts and tasks from both these levels simultaneously, while they consolidate their Stage 1 skills.

The Resource does not represent the full range of types of texts that learners will encounter. Many classroom texts contain mixed text types. i.e. a recount may contain a passage of description, or a procedure may include a section of explanation. The Example Texts are intended to be seen as typical in their text structures and language features. Likewise, the Grammar Scope will need to be expanded as teachers focus on particular points of importance or interest which may arise. Many of the grammar points require extensive scaffolded explanation suited to the context. For example, focusing on nouns will be different at each Stage as there are many different aspects of nouns, not all of which are referred to in the Grammar Scope or Language Features. Also, not all aspects of verb phrases, such as all tenses, are explicitly referred to. Teachers will need to introduce these individual additional grammar points as appropriate, taking into account the readiness of the learners in relation to the broad pathway of additional language acquisition.

Explanation of Stages

Foundation Stage

The Foundation Stage of the programme is for beginning English Language learners. It can also address the learning needs of older students whose readiness for English language acquisition is likely to have been affected by factors such as:

- interrupted or no schooling
- learning disabilities
- low levels of L1 literacy
- trauma
- no prior exposure to English

Teachers of beginner intensive English classes may find Foundation Stage an appropriate additional tool for screening students' entry level English language and literacy skills. Assessing students against outcomes, measured by identifying which of the learning components they have mastered, could be helpful in planning beginner class programmes, as students in these classes typically represent a wide range of proficiency and L1 literacy levels.

Early Literacy Focus

Foundation and Stage 1 Outcomes overlap especially in Oral Interaction because the Foundation Stage student typically achieves English oracy skills in the same way and at approximately the same pace as their Stage 1 counterparts. Particular focus is given at Foundation Stage to explicit teaching of the initial literacy and oral language skills which are essential for all beginning English language learners. These are specified in the Teaching Components for these stages and must include a systematic phonemic awareness programme which explicitly teaches the names and sounds and the written forms of letters, consonants, consonant clusters, vowels, and vowel blends. They will also need a systematic vocabulary teaching and learning programme which allows them to master the first 500-1000 most frequent English words.

Methodology

Students at Foundation Stage require specific support to achieve the literacy skills which underpin all successful reading and writing, as well as explicit support in developing their oral language in a range of domains. They need to develop an extensive sight vocabulary and to begin to establish clear links between the spoken and written systems of English with a systematic phonemic awareness programme. Foundation Stage outlines the learning of these skills across the key learning areas using student-centred methodologies and a range of appropriate teaching approaches and strategies.

It should be noted that not all outcomes from one Stage may be achieved before the student moves from one stage to the next. Moreover, some students may be working at different levels in different modes: they may be working at Stage 1 in Oral Interaction, and Stage 2 in Writing, or Stage 2 in Reading, understanding and responding and Stage 1 in Writing. The choice of the Stage at which a student should be placed must be based on careful diagnostic and formative assessment.

Stage 1

There are some very simple short texts and some longer more complex texts in all strands of Stage 1. This is to allow for joint deconstruction and reconstruction of texts, alongside independent construction. The more complex texts, for example the text on Jean Batten or the text on turtles, may seem very difficult in comparison with the other Stage 1 texts. However, students can be shown how to write only one sentence under each of the text stages, but have seen a model of an expanded text. Much research on the comprehension and text production of English language learners suggests that they learn better when using more difficult texts with lots of support rather than highly simplified texts.

Stage 2

The text length increases in varying degrees for Stage 2, and the complexity of the sentence structures in the Reading and Writing strands also increases. In the Oral Interaction at Stage 2, learners have to listen for detail and produce more extended oral texts.

Effective Literacy Practice in Years 1 to 4 and Effective Literacy Practice in Years 5 to 8

It is envisaged that the *ELIP Primary Resource* could be used in conjunction with *Effective Literacy Practice in Years 1 to 4* and *Effective Literacy Practice in Years 5 to 8* which are the Ministry of Education's guideline documents for literacy learning across the curriculum. These documents are a rich source of research and guidance in effective teaching and learning, including "learning to learn" strategies and complement the *ELIP Primary Resource*.

Using the Resource: teaching and learning components

It is extremely important to understand that the *ELIP Primary Resource* is not a collection of texts to be taught in isolation. The texts should be used as part of well-scaffolded units of work. For example, the Stage 2 text about Antarctica for the Language Outcome - Reading, understanding and responding to an information report - should be taught as part of a unit on Antarctica. In several of the Example Text pages, there are references to websites which contain many useful supplementary resources at a range of reading levels. Some of these are additional units of work on related topics. There are also a number of websites which provide illustrations and information to support the literature referred to in the Example Texts, such as 'Around the World in Eighty Days', and 'Whale Rider'. Te Kete Ipurangi, the Ministry of Education's education portal, has materials related to a number of the texts in all strands of the *ELIP Primary Resource*. There are many other internet sites which support other Example Texts.

Also, these units should integrate the three strands of Oral Interaction, Reading, understanding and responding, and Writing. Many of the texts in these three strands can complement each other and be used interchangeably, although the emphasis of the Teaching Components will alter according to the strand. The Orientation to Learning strand assists the development of independent learning.

Orientation to Learning

These outcomes describe the types of behaviours which are required from learners in mainstream classes. Not all learners will require to be taught all the learning behaviours, but those with no prior formal schooling will need to have the Foundation and Stage 1 behaviours explicitly and firmly established in order for them to be able to learn in the classroom. The Stage 2 Orientation to Learning outcomes lead students towards being independent learners. It is important to supplement these outcomes with a pro-social skills training programme for students who are not used to formal schooling and social interactions. Examples of pro-social skills training modules are Anger management or Finding a friend: pro-social skills micro-modules might include "how to interrupt politely", "how to ask for the teacher's help", "how to disagree politely", "how to give praise to a peer". Many students need explicit help with these interactions.

Oral Interaction

These texts are examples of the types of oral texts that learners are required to comprehend and produce in a variety of contexts, including community contexts. At Foundation and Stage 1, they include examples of interactions necessary for communicating at school.

Reading, Understanding and Responding

These outcomes apply to both silent reading and reading aloud, as the Teaching Components indicate. It should be remembered that silent reading is only possible when the text is at the independent reading level of the learner or when it is at instructional level and carefully supported with a variety of guided reading scaffolds, such as an advance organiser, or a set of question prompts. At Foundation and Stage 1, the Teaching Components strongly suggest a phonemic awareness programme, so that sound letter correspondences (including clusters and blends) are firmly established for both individual letters and vowel and consonant blends.

The Teaching Components at Stage 2 include drawing attention to syllabification and chunking text to promote fluent reading. In addition they encourage building understanding of prefixes, suffixes and word stems to increase word knowledge. All texts promote a focus on word, sentence and whole text analysis.

Writing

The Foundation Stage of Writing explicitly demonstrates the fundamental skills and understandings that learners will need to have established in order to begin to manage classroom learning. The Stages 1-2 then model text structures and describe language features of typical classroom tasks. There are likely to be many learners who will enter school in the primary years already competent in these skills. Diagnostic and placement assessments will determine this. The content of texts used in Stages 1-2 as writing models is, like that of the texts for Oral Interaction and Reading, drawn from a number of curriculum contexts.

Using the Resource: links with mainstream teachers

It is desirable for the ESOL teacher to familiarise the mainstream teachers with the Resource, explaining the Teaching Components, Sample Strategies, the Text Structures and the Language Features of texts applied to each outcome for each stage for three reasons. Firstly, understanding of some of the language features and text structures of texts in the curriculum areas will assist mainstream teachers to support the language acquisition of English language learners. Secondly, the sample strategies may enhance the ability of mainstream teachers to choose a range of strategies to engage English language learners. Thirdly, mainstream teachers may be able to share in the assessment of these outcomes in mainstream classes, particularly at later stages of language development. Using the *English Language Learning Progressions* (ELLP) will also assist mainstream teachers to understand additional language acquisition.

This sharing should be a gradual process, perhaps facilitated through a series of in-school professional development sessions using the self-access ELLP professional development manual

as a model. There are likely to be other language and learning intentions and outcomes which are part of the ESOL teaching and learning programme. Assessing and reporting on these additional outcomes will be integrated into these teaching and learning programmes. It should be reiterated that any of the tasks in an ESOL programme, including the models presented here should be part of a carefully planned and scaffolded teaching and learning sequence. *Making Language and Learning Work: Years 5-8* provides examples of effective teaching showing the integration of language and content area learning.

It is recommended that teachers choose the Outcomes relating to the same **text type** in each of the domains of Oral Interaction, Reading, understanding and responding, and Writing when planning a unit which integrates the three.

Teaching and reporting on outcomes

The rate of progression of students through the different Stages of the *ELIP Primary Resource* will be determined by a number of well-recognised factors such as level of literacy in first language, experience of continuity or interruption in prior schooling, adjustment to school, and family circumstances. The *ELIP Resource* is not intended to be seen as a linear programme model. Students may progress at different rates in oral and written language development and may need intensive support in one area more than another.

Formative and cumulative assessment of student progress should occur in a wide variety of curriculum contexts as appropriate, throughout the teaching of the programme. Formal assessment should occur towards the end of each Stage. Suggested tasks for assessment can be found on the (a) pages of the *ELIP Primary Resource*.

Using the Resource: presenting the examples

When presenting the materials to the students, it is recommended that Example Texts either be copied onto individual sheets, laminated and kept as a class set, or be photocopied as **enlarged** texts. The text size should be no smaller than **size 16 or 18 font**. The language features could be copied onto a separate sheet and overlaid. It is essential to teach the Text Structure of each example, so that learners understand the stages of a typical text. Some texts have illustrations which have been designed to enhance comprehension of the written or spoken text. It is recommended that these illustrations are included in the students' version of the text. This especially applies to sequencing a series of illustrations relating to a procedure or an information report.

A digital copy of this resource is available from ESOL On-line.

Layout of the *English Language Intensive Programme Primary Resource*

Teaching Components identified as key points to consider for achieving each outcome are located on the (a) pages. This is not a prescriptive list and teachers may choose to add points where applicable. Teachers may also find it useful to use *Sample Strategies*, which are also located on the (a) pages, as a quick reference for finding various teaching strategies appropriate to achieving outcomes. We should reiterate that these are indeed samples and there are many other strategies that should be used as well. In addition, teachers should be considering which teaching structures (i.e. whole class, pair work, mixed/same language groups, same/different English language proficiency groups etc) best suit the purpose of each learning task.

Suggested *Themes, Topics and Experiences* which provide suggestions for appropriate contexts for teaching each of the outcomes can also be found on the (a) pages, along with *Assessments*. These lists are not prescriptive, nor is it compulsory for all the suggestions to be used.

The *Grammar Scope* on the (b) pages is provided as a reference resource to support teachers in the preparation of their teaching and learning materials. The grammar points should be linked to each text. It is important to try and explain not just the "what" of a grammar point but also the "why". For example, when teaching the different forms of the present tense, e.g. "I am writing", "I write", students should learn not only the form of the tense, but that the present tense is used to indicate that something is happening now - at the present time - or that the present tense is also used to indicate a continuous or timeless state (unchanging). e.g. Elephants are large.

Note: The *Grammar Scope* is primarily for teacher reference, so that teachers can draw the attention of students to the language features typical of different texts. It is not suggested that all the grammar items be explicitly covered with the student at one time, but over a gradual period, with opportunities for repetition and practice. Teacher knowledge about language can be supplemented with information from grammar texts which promote teaching and learning grammar at whole text level, rather than isolated sentences and words which are divorced from curriculum related texts. A select list of helpful grammar texts can be found on ESOL On-line.

The *Example Texts* provide the teacher with a guide to the level of text and a range of typical texts with which the student should be able to work. Some students may be capable of using longer, more complicated texts within each stage, while others may need additional support

or simpler texts. The range does not include all the different forms of text which the students will encounter, for example there are no advertisements. However, teachers can add these into the ESOL programme as they link to mainstream classroom texts and tasks. The *Example Texts* are located on the (b) pages or, if applicable, the (c) and (d) pages. These pages also provide a teacher reference to *Text Structure* and *Language Features* for a teaching and learning focus.

Glossary of Classroom Games suggested in Sample Strategies

These games are designed to encourage interactive language learning. They originate from a variety of sources. Many others can be found in language learning texts, such as the Cambridge Language Education series and Oxford English: Resource Books for Teachers series. The purpose of each should be explained to students whenever the games are used, so that they are explicitly attending either to the language feature which is the focus of the game (e.g. imperative verb forms in *Simon Says*), or to the reading and thinking strategies (e.g. *Listen Up!*, which requires students to listen for the most frequent words in a text). Only the less well known and non-commercial games are listed here. *Effective Literacy Practice in Years 1 to 4* and *Effective Literacy Practice in Years 5 to 8*, contain explanations of other approaches and strategies. *Making Language and Learning Work: Years 5-8* also provides guidance on working with English language learners in the mainstream.

Listen Up!

Purpose: To develop fluency in recognising word/sound correspondences and to identify main ideas in a text.

Process: Teacher prepares a list of words (about 10 at most) from a short text - about 200-250 words maximum. Students copy down the list (in a column). Teacher reads text a little more slowly than normal reading speed and students tick each word every time they hear it. At the end of the reading, count up the number of ticks for each word and this will help identify the main ideas in a text.

Hot Seat.

Purpose: To develop oral confidence and fluency and to encourage students to process information and practise generating questions.

Process: One student sits in the middle of the class or group and the others ask him/her a question about the topic, or to spell a word, or to give a fact etc. Change after each question.

Advance/Extend (not suitable for Foundation/Stage 1)

Purpose: To develop oral confidence and fluency and to develop vocabulary.

Process: Class works in pairs or small groups. Teacher allocates a topic (e.g. give a description of a dangerous animal, or a recount of a class trip to the Museum, or a retell of a film seen in class) and one

student begins speaking. When the teacher calls "Extend", the student has to elaborate on whatever word or idea they were saying at the time. For example, if they are saying "We got on the bus" and they hear "Extend" they must give more details about the bus. After about half a minute, the teacher calls "Advance" and the next student carries on with the story/narrative/description (It must be a shared experience or text, so the next person can talk about the same thing).

Story, Story Die

Purpose: To develop oral confidence and fluency and to develop vocabulary.

Process: A small team (of 3 or 4) comes to the front of the class and one begins to retell the story; teacher points to another person (in random order) after a sentence or two and s/he has to carry on from the last word spoken. If s/he can do this without (major) hesitation, carry on. If not, s/he must "die" by dropping to the ground. Team is out when all players have "died".

3-2-1

Purpose: to develop oral fluency and confidence.

Process: Teacher selects two topics (e.g. an opinion topic, or a phenomenon which has been discussed in class - How earthquakes happen/How the Solar System works. If it is an individual topic, such as - "The place I would most like to visit and why", only one topic is needed. Students have a short time (about 5 minutes) to think about some ideas, then they have 3 minutes to talk about the topic (as a speech, with no interaction) to a partner. After 3 minutes, the other partner speaks. The students then find a new partner and give the same talk for 2 minutes, but much less hesitation and more fluency are expected. They then change partners for a third time and have only one minute to deliver the same speech. This last talk could be peer assessed against given criteria.

Say-It

These grids can be factual or imaginative.

Purpose: To develop vocabulary, to prepare students for writing, to enable students to speak from another viewpoint, to assist recall and identification of main points.

Process: Make up a grid of prompts (see examples based on Stage 2 - Narrative *How Māui played with Fire* - Reading, Understanding and Responding, 13d and *The water cycle* 14c).

Class works in small groups. Teacher numbers members from 1-3 and teacher calls out "A2" (referring to the square number), "Number 1" and Number 1 answers in the first person - (e.g. *Māui*) "I am Māui. I like to make mischief and tease people. One day I decided to tease everyone by putting out their cooking fires. I knew that I could get fire from Mahuika, the goddess of fire."

	A	B	C
1	You are Māui. Explain why you put out all the fires in the village.	You are Māui's mother. Say what you thought when you found all the fires were out.	You are Māui's mother's slave. Say why you don't want to go to Mahuika to get more fire.
2	You are Mahuika. Say what you did when Māui asked you for fire the first and second time.	You are Mahuika. Say why you became angry with Māui.	You are Māui. Explain how you escaped from Mahuika and what happened to you.

	A	B	C
1	You are the sun. Say what you are and explain your part in the water cycle.	You are a river. Say what you are and explain your part in the water cycle.	You are a hailstone. Say what you are and explain how you were formed.
2	You are the wind. Say what you are and explain what you do to the clouds.	You are an ocean. Say what you are and explain your part in the water cycle.	You are a cloud. Say what you are and explain how you are important in the water cycle.

Dictagloss (also known as **Grammar Dictation**, Ruth Wajnryb 1990 Oxford English: Resource Books for Teachers, Oxford University Press)

Purpose: to listen for main ideas, to produce an edited and accurate text

Process: Teacher selects a passage of difficulty level relative to the class proficiency. Stage 1 might be two sentences and Stage 2 could be about three to five sentences. There should be some warm up activities before dictation and low frequency words or phrases should be written on the board and read to the class (see Wajnryb for examples of warm up activities). Teacher tells class that the purpose is to remember main ideas and recreate a grammatically accurate version of the text, not a word for word version. Teacher tells class to listen only (i.e. not write) the first time the text is read, at only slightly slower than normal pace. The second time the text is read, students individually note down main ideas as sentence fragments. They then pool notes in small groups (or pairs) and reconstruct a complete text from the fragments. They then edit this, takes turns around the group to read a sentence and share their edited version with the rest of the class and the teacher.

3 Level Thinking Guide.

A 3 Level Thinking Guide is a set of statements about a text. Students must decide whether they agree or disagree with each statement, based on evidence from the text or their own knowledge related to the text, or discussion. The first set of statements is based on literal understanding (reading on the lines); the second is inferential (reading between the lines) and the third is applied or interpretative (reading beyond the lines). Decisions must be justified based on evidence from the text, or from the students' prior knowledge, beliefs and experience.

Summary

The *ELIP Primary Resource* provides clear guidelines for teachers about what should be included in an ESOL programme from beginner to more advanced stages, which supports learning in a range of curriculum contexts. It recognises that language learning is a recursive process, which means that in order to become proficient users of a new language; learners need repeated opportunities to be exposed to language features and to practise identifying and using them in a variety of increasingly complex texts. At the same time it allows room for teacher preferences and encourages flexibility in programme planning. Effective use of the *ELIP Primary Resource* will assist teachers to develop coherent programmes to enhance the acquisition of English for all students facing the challenges of learning in a new language.

	Foundation Stage	Stage 1	Stage 2
Orientation to Learning	1. Orientation to Learning	1. Orientation to Learning	1. Orientation to Learning
Oral Interaction	2. can understand and respond to a simple request 3. can negotiate a simple transaction 4. can express a personal opinion 5. can listen for simple detail 6. can listen, respond to and give a simple recount 7. can listen, respond to and give a simple description 8. can listen and respond to a simple narrative	2. can understand and respond to a simple request 3. can negotiate a simple transaction 4. can express a personal opinion 5. can listen for simple details 6. can listen, respond to and give a simple recount 7. can listen, respond to and give a simple description 8. can listen, respond to and give a simple information report 9. can listen, respond to and retell a simple procedure 10. can listen and respond to a simple narrative	2. can negotiate an oral transaction 3. can listen, respond to and give a recount 4. can listen, respond to and give a description 5. can listen, respond to and give an information report 6. can listen, respond to and outline a procedure 7. can listen and respond to a narrative 8. can listen and respond to a simple explanation
Reading, Understanding and Responding	9. can demonstrate appropriate reading behaviours 10. can demonstrate a developing awareness of sound/letter correspondences 11. can read a bank of common sight words (approximately first 500) 12. can read, understand and respond to simple sentences in familiar contexts 13. can read, understand and respond to a very simple recount 14. can read, understand and respond to a very simple description 15. can understand and respond to a very simple narrative (and/or rhyme)	11. can demonstrate appropriate reading behaviours 12. can read, understand and respond to a simple recount 13. can read, understand and respond to a simple description 14. can read, understand and respond to a simple information report 15. can read, understand and respond to a simple procedure 16. can read, understand and respond to a simple narrative (and/or poem)	9. can read, understand and respond to a recount 10. can read, understand and respond to a description 11. can read, understand and respond to an information report 12. can read, understand and respond to a procedure 13. can read, understand and respond to a narrative (and/or poem) 14. can read, understand and respond to a simple explanation 15. can read, understand and respond to a simple persuasive text
Writing	16. can copy text with a degree of accuracy and legibility (including writing on lines, using upper and lower case letters appropriately, spacing words and using capital letters and full stops at the beginning and ends of sentences) 17. can identify and label familiar items (in single words or phrases) 18. can write simple sentences 19. can complete a very simple formatted text	17. can copy text with a degree of accuracy and legibility (as for foundation stage) 18. can complete a simple formatted text 19. can write a simple recount 20. can write a simple description 21. can write a simple information report ('simple' defined as three or four one clause or compound sentences, or more with writing support)	16. can complete a formatted text 17. can write a recount 18. can write a description 19. can write an information report 20. can write a simple guided procedure 21. can write a simple guided discussion or argument or opinion 22. can write a simple poem 23. can write a simple personal response ('simple' defined as 8-10 sentences, some of which may be complex and/or compound)

English Language Intensive Programme
Primary Resource

Foundation Stage

Orientation to Learning

Suggested Teaching Components

- Develop awareness of different cultural expectations
- Sit in chair at table for extended period
- Know class teachers' and classmates' names
- Read timetable, locate rooms, identify subjects
- Know basic rules and routines as appropriate to each curriculum area, specialist room or subject (e.g PE, technology, English/mainstream classroom)
- Come prepared to class e.g. bring books, calculator
- Exhibit appropriate and polite classroom behaviour, for example:
 - work cooperatively in pairs or groups
 - wait for others to finish speaking
 - attend to teacher instructions
 - take turns appropriately
- Organise work book or folder, e.g. margins, date, heading, maintaining worksheets appropriately
- Attempt set classwork
- Attempt set homework
- Use a dictionary with teacher guidance (personal/bilingual)
- Borrow from school library

Suggested Themes, Topics and/or Experiences

Timetable, school environment, rules and expectations, classroom procedures, routines

Suggested Assessment Tasks

- Observational records/check lists
- Oral questions

Sample Strategies**Teacher directed**

- Provide an initial orientation session in L1 for new students; organise a buddy system, walk around school
- Model and monitor use of margins, dates, headings, folders, homework diaries etc.
- Change layout/seating of classroom to encourage cross-cultural understanding
- Set homework and give feedback regularly
- Provide opportunities for new students to have questions answered and procedures reinforced with L1 support

Joint/guided

- Provide weekly shared book sessions/library visits
- Play basic dictionary games
- Play games, e.g. memory, matching and circle games to reinforce greetings, personal information, vocabulary, timetable information etc.
- Participate appropriately in casual classroom exchanges

Independent

- Be ready for class with appropriate equipment
- Maintain homework diaries, sheets, folders, etc.
- Help to orient new students to class routines

English Language Intensive Programme
Primary Resource

Foundation Stage

Oral Interaction

Suggested Teaching Components

- Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Use common formulaic phrases, e.g. greetings
- Respond to basic spoken classroom instructions
- Respond to basic requests for personal information
- Recite the alphabet and name letters and sound out the letters
- Respond to requests to spell simple personal details
- Understand appropriate intonation and stress

Note. There are many commercial texts and DVDs with a range of activities for oral interactions with beginners. These can be used for independent practice.

Suggested Themes, Topics and/or Experiences

Self, personal information, family, school, specialist rooms, measurement, money, shopping, canteen, countries of origin, New Zealand, sporting skills, local community

Suggested Assessment Tasks

- Respond non-verbally to a set of random classroom instructions
- Respond verbally to a set of basic random requests for personal information, including spelling of name and address
- Participate appropriately in a simple formulaic conversation

Sample Strategies**Teacher directed**

- Model listening and repeating dialogues with visual support, recorded texts, videos, teacher talk etc.
- Use visual stimuli, e.g. video/photos to elicit personal information
- Model/mime/imitate classroom instructions
- Model alphabet song, grouping letters according to sound of letter name
- Clap/tap out beats of formulaic phrases using chants etc.

Joint/guided

- Play chain game (I'm – I come from – This is – S/he comes from)
- Conduct pair interviews, class surveys
- Play vocabulary games, e.g. repeat if true, picture bingo, Kim's Game, board games, guess the object
- Play alphabet games, e.g. Scrabble, barrier games with letter gaps in words, card games (for letter orientation, e.g. n/u right way up)

Independent

- Respond to question cards/questions derived from survey sheets
- Identify picture or perform activity associated with classroom instructions, e.g. Simon Says
- Spell name and other personal details to classmates
- Arrange classroom objects from instructions

Grammar Scope

Nouns:

Proper nouns e.g. Aryo, Mara, Iran
Common nouns e.g. name, time, videos

Prepositions:

Of place to, from, in, on, between etc., e.g. to bed, from Iran

Articles:

Omission of article before most proper nouns, with uncountable nouns e.g. to sport, My name is Aryo

Pronouns:

Subject I, you, we, etc., e.g. I come from Iran
Possessive my, your etc., e.g. your name, My name is Aryo

Adjectives:

e.g. tired

Adverbs:

Of time today, early, tomorrow etc., e.g. You should go to bed early.

Question formation:

'wh' what, how, where etc., e.g. What's your name? How are you today?

Verbs:

Present tense verbs e.g. Where do you come from?
Past continuous tense verbs e.g. What were you doing?
Imperative verbs e.g. Open the window please, Thuyet.
Modals e.g. You should go to bed early.

Simple contractions:

what's, where's, he's, she's etc., e.g. What's your name?

Text Structure and Language Features

Text Structure - Requests, demands, enquiry

1. REQUEST FOR INFORMATION

Initiation

Teacher: What's your name?

Response

Student: My name is Aryo.

Initiation

Teacher: How do you spell that?

Response

Student: A – R – Y – O.

Initiation

Teacher: Where do you come from?

Response

Student: (I come from) Iran.

2. DEMAND FOR ACTION

Initiation

Teacher: Open the window please, Thuyet.

Response

Student: O.K. Sir. (Student opens window.)

3. POLITE ENQUIRY

Initiation

Teacher: How are you today, Mara?

Response

Student: Tired, Ms.

Initiation

Teacher: What time did you go to sleep?

Response

Student: 12 o'clock, Ms.

Response/Initiation

Teacher: 12 o'clock! What were you doing?

Response

Student: Watching videos.

Initiation

Teacher: You should go to bed early; 9 or 10 o'clock.

Response

Student: Yes, Ms.

Language Features

Use of 'wh' questions, e.g. What's your name? How are you?

Use of proper nouns to identify people, places, e.g. Aryo, Ms, Mara, Iran

Use of ellipsis typical of responses in casual conversation, e.g. Tired, Ms, (not I'm tired, Ms.)

Use of imperatives to initiate response, e.g. Open

Use of polite closures, e.g. Yes, Ms.

Use of imperatives to initiate response

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 recorded 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

Grammar Scope

Nouns:

Proper nouns e.g. Mohammed

Common nouns e.g. toilet, pants

Prepositions:

Of place to, in, on etc., e.g. to the toilet

Of time and date in, at, after, before etc., e.g. at recess

Of duration for etc., e.g. for a couple of minutes

Articles:

Definite the, e.g. the toilet

Indefinite a, an, e.g. a note

Omission of articles
before most proper nouns,
with uncountable nouns e.g. Yes, Ms.

Pronouns:

Subject I, you, we etc., e.g. Can I go to the toilet,
please?

Object me, him, her, us etc., e.g. I'd like you to
wait...

Possessive your, her, my etc., e.g. Where are your grey
pants?

Adjectives:

e.g. grey pants

Adverbs:

Of time tomorrow, yesterday etc., e.g. Wear them
tomorrow.

Question formation:

'wh' e.g. Where are your grey pants?

Subject reversal e.g. Have you got a note?

Verbs:

Present tense verbs e.g. Where are your grey pants?

Past tense verbs e.g. (My) mother washed (them).

Imperative verbs e.g. Make sure you wear them tomorrow.

Modals e.g. You should get a permission slip...

Simple Contractions:

e.g. I'd, Can't,

Text Structure and Language Features

Text Structure - Negotiations

1. NEGOTIATE ENVIRONMENT

Opening

Student: Can I go to the toilet, please?

Response

Teacher: Please wait for a couple of minutes
until the last person has come back.

Initiation

Student: Can't I wait by the door, Sir?

Response

Teacher: No I'd like you to wait at your desk.

Initiation

Student: Do I need a note as well?

Response

Teacher: Yes, you should get a permission slip
from my desk as you leave the room.

Closing

Student: OK, Sir.

2. NEGOTIATE ENVIRONMENT

Initiation

Teacher: Mohammed, where are your grey pants?

Response

Student: (My) mother washed (them).

Initiation

Teacher: Have you got a note?

Response

Student: Yes, Ms. (Shows note.)

Feedback/closing

Teacher: OK. Make sure you wear them tomorrow.

Language Features

Use of questions, e.g. Can I go to the toilet,
please? Where are your grey pants?

Use of polite language, e.g. Please wait...

Use of ellipsis typical of casual conversation
e.g. Yes, Ms. (not Yes I have, Ms.)

Use of nouns to name people, things, e.g.
Mohammed, pants, toilet

Suggested Teaching Components

- Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Express simple likes/dislikes
- Ask/answer questions in the affirmative
- Ask/answer questions in the negative

Suggested Themes, Topics and/or Experiences

Food, health, leisure activities, school, sport, people, field trips, animals, clothing, weather, music style, family, countries, plants, local community

Suggested Assessment Tasks

- Hot Seat game
- Teacher/student/family interview
- Oral presentation to class

Sample Strategies**Teacher directed**

- Introduce language (I like, I love etc.) using diagrams with smiling/frowning faces
- Model language (I like, I don't like) and introduce adjectives with visual support
- Brainstorm reasons for likes/dislikes with/ without L1 support and model questions and answers with 'why' and 'because'
- Use word cards to illustrate word order in questions and answers

Joint/guided

- Conduct pair interviews, class surveys
- Play guessing games supported by flow chart structure to suggest alternatives, e.g. Is it big?
- Play games to practise questions and answers, e.g. 'Guess who likes/dislikes'
- Listen to audio/video recorded interviews and complete grids; respond to true/false questions etc.

Independent

- Select and cut out pictures of likes and dislikes from magazines and share with classmates
- Conduct interviews and report on responses
- Play Hot Seat game (student sits in middle of classroom and responds to questions re likes/dislikes)
- Extend interchanges re likes/dislikes by asking for and giving reasons

Grammar Scope

Nouns:

Proper nouns e.g. Ms
Common nouns e.g. friends, sports

Prepositions:

Of accompaniment with, e.g. with my friends

Articles:

Omission of articles before most proper nouns and before uncountable nouns e.g. I like basketball

Pronouns:

Subject I, you, we, it, etc., e.g. I play with my friends.
Possessive our, her, my etc., e.g. I play with my friends.

Simple conjunctions:

Contrastive e.g. I like swimming but I don't like softball.
Additive e.g. Tell me one thing you like and one thing you don't like.

Question formation:

'wh' e.g. What sport do you like? Why?
'do' support when no auxiliary e.g. Do you like school?

Negation:

e.g. I don't like softball.

Short answer forms:

e.g. Yes, I do. No, I don't.

Present tense verbs:

e.g. I like swimming.

Simple contractions:

don't, he's, she's etc., e.g. I don't like cricket.

Text Structure and Language Features

Text Structure - Opinion

EXAMPLE 1

Initiation

Teacher: Do you like school?

Response

Student: Yes, Ms.

Initiation

Teacher: Why?

Response

Student: I play with my friends.

EXAMPLE 2

Initiation

Teacher: What sport do you like?

Response

Student: I like basketball.

Initiation

Teacher: Do you like other sports?

Response

Student: Yes, I like soccer.

EXAMPLE 3

(Leisure activity names are on the board.)

Initiation

Teacher: Tell me one thing you like and one thing you don't like. For example, 'I like swimming but I don't like softball.'

Response

Student: I like soccer but I don't like cricket.

Language Features

Use of questions, e.g. Do you like school?
What sport do you like?

Use of ellipsis typical of casual conversation, e.g. Yes, Ms. (not Yes, I like school, Ms.)

Use of polite language, e.g. Ms

Use of simple conjunctions, e.g. and, but

Use of nouns to name things, people e.g. basketball, friends, Ms

Suggested Teaching Components

- Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Respond to tone of voice with/without support from gesture
- Recognise and understand familiar words in spoken text, e.g. own name read from a list, colours, numbers
- Respond to key words in a range of common spoken instructions
- Identify key points of information with/without visual support and gesture

Suggested Themes, Topics and/or Experiences

Any curriculum area, self, family, school, weather, shopping, canteen, geometry, living things, field trips, budgeting, sport skills, songs, friends, leisure activities, measurement, home

Suggested Assessment Tasks

- Answer questions relating to specific details of a text, e.g. number, money, colour
- Listen and draw or complete maps, forms, timetables, matrices, scenes etc.

Sample Strategies**Teacher directed**

- Model listening activities using recorded texts and visual prompts, e.g. present task, listen to recordings – pause after required information
- Elicit correct response
- Model recording of information
- Model tracking of recorded descriptions of pictures/big books etc.
- Model listening to recording and identifying type of text, e.g. weather, advertisement
- Play Listen up! (helps identify main ideas) Make a short list of key words from a simple text, read them aloud, read the text again and students put a tick beside the word each time they hear it-count the ticks and work out the main idea of the text.

Joint/guided

- Answer true or false/multiple choice questions from recorded texts
- Listen and draw/alter pictures
- Choose item from a set of alternatives
- Select pictures from sequences of familiar procedures incorporating key words from common spoken instructions

Independent

- Answer true or false/multiple choice questions relating to specific detail, e.g. recorded texts, pair work, barrier games
- Listen to texts to complete maps, forms, timetables, matrices etc.
- Listen to recording and choose emotion (picture choice) corresponding to speaker
- Negotiate a maze/path on a map from oral instructions
- Play games, e.g. 'Guess Who', 'Guess What'

Grammar Scope

Nouns:

Proper nouns e.g. I-Wen, Sir
Common nouns e.g. glue sticks, box, bird, sky

Prepositions:

Of place from, in, on etc., e.g. from the box, in the tree

Articles:

Definite the, e.g. the box
Indefinite a, an, e.g. a bird

Simple Conjunctions:

Additive and, also etc., e.g. Go and get the glue sticks.

Adjectives:

e.g. yellow, brown, oval, small, round

Question formation:

'wh' e.g. How many is that?

Verbs:

Present tense verbs e.g. How many is that?
Imperative verbs e.g. go, get, colour, draw

Text Structure and Language Features

Text Structure - Instructions, listen for detail

EXAMPLE 1**Initiation**

Teacher: I-Wen, go and get the glue sticks from the box.

Feedback/initiation

Student: OK. How many, Sir?

Response/initiation

Teacher: One for each student. How many is that? (gestures)

Response

Student: Eight, Sir.

Feedback/closing

Teacher: OK. Give them out, please.

Language Features

Use of proper nouns to name people, e.g. I-Wen, Sir

Use of ellipsis typical of casual conversation, e.g. Eight, Sir. (not That's eight, Sir.)

Use of imperatives (commands), e.g. Give them out. Colour the bird brown.

Use of expressions for feedback, e.g. OK.

Use of questions, e.g. How many is that?

Use of adjectives from curriculum areas (oval, round,) to extend and reinforce vocabulary development.

EXAMPLE 2**Initiation**

Teacher: (Hands out picture stimulus). Draw a small bird in the tree.

Response

Students: (Draw)

Initiation

Teacher: Colour the bird brown.

Response

Students: (Colour)

Initiation

Teacher: Draw three large clouds in the sky.

Response

Students: (Draw)

Initiation

Teacher: Draw a round nest in the tree. Draw four oval eggs inside the nest.

Response

Students: (Draw)

Initiation.

Teacher: Decide on one more thing to add to your picture. Get your partner to guess what you have drawn, then get him/her to look at your picture check if s/he was right.

Response

Student/s (Draw and discuss with partners)

Suggested Teaching Components

- Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to events from a simple recount
- Give a simple recount
- Follow the text structure and language features of a simple recount

Suggested Themes, Topics and/or Experiences

Many curriculum areas, field trips, family, shopping, festivals/holidays, letters, journal, my life, local environment, time, dates, seasons, experiments, living things, sporting events, accidents and sicknesses, art/craft activities

Suggested Assessment Tasks

(could also be some of the sample strategies)

- Listen to a recount and number pictures accordingly
- Answer comprehension questions relating to people, events etc.
- Tell a simple recount, e.g. My morning, My weekend, An accident
- Complete simple cloze activities

Sample Strategies**Teacher directed**

- Introduce time words and past tense verbs using calendars, clocks etc. to illustrate change from present to past tense
- Go for a walk, stop after each event and say what happened
- Elicit events from an excursion and model recount structure
- Create a board game based on an excursion
- Tell a recount using sequenced pictures
- Use picture supported recount to introduce the language used to sequence events

Joint/guided

- Identify pictures corresponding to action verbs
- Sequence pictures from an oral recount
- Label picture sequences with time markers
- Question students about the time events occurred to cue retelling of events
- Ask a partner questions about a recount

Independent

- Listen to a recount and number pictures accordingly
- Answer comprehension questions relating to people, events etc.
- Retell events from a trip in correct sequence, using photos/verb list as a cue
- Tell class about weekend activities
- Listen to recount and complete simple cloze activities
- Identify similarities and differences between two versions of the same event.
- Predict the next event or sequence of events from any context

Grammar Scope

Nouns:

Proper nouns e.g. Sydney, Taiwan
Common nouns e.g. zoo, aunt

Prepositions:

Of place to, from, in, on etc., e.g. to the zoo
Of time and date at, after, before, on etc., e.g. on Thursday
Of accompaniment with etc., e.g. with my family

Articles:

Definite the, e.g. the plane
Indefinite a, an, e.g. a good day

Pronouns:

Subject I, you, we etc., e.g. I went to the airport. We saw monkeys and kangaroos.
Possessive our, her, his, my etc., e.g. my family

Simple conjunctions:

Temporal when, then, firstly etc., e.g. Then we went home.

Adjectives:

e.g. good, happy

Adverbs:

Of place home, here, there etc., e.g. Then we went home.
Of time yesterday, tomorrow., e.g. Yesterday our class went to the city.

Question formation:

'wh'
Subject reversal e.g. Where did you go?
Do support e.g. Was it on Sunday?
when no auxiliary e.g. Did she come from Taiwan?

Short answer forms:

e.g. Yes, she did. No, she didn't. Yes, it was. No, it wasn't.

Verbs:

Past tense verbs e.g. waited, went, were
Past continuous tense verbs e.g. was coming

Text Structure and Language Features

EXAMPLE 1

Text Structure - Recount

THE ZOO

Orientation

Yesterday our class went to the city.

Record of events

We went to the zoo. We saw monkeys and kangaroos.

Reorientation

We went home at 3 o'clock.

Evaluation

We enjoyed the zoo and learnt lots of things about the animals.

EXAMPLE 2

Text Structure - Recount

THE AIRPORT

Orientation

On Sunday I went to the airport. My aunt was coming from Taiwan.

Record of events

We waited a long time. My aunt came at 10 pm.

Reorientation

Then we went home.

Evaluation

We were very happy. It was a good day with my family.

Language Features

Use of sentences

Use of action verbs, e.g. went, waited

Use of past tense, e.g. went, was, waited

Use of nouns to name people, places, things, e.g. class, city, airport

Use of adverbial phrases, e.g. to the city, at 10 p.m.

Use of conjunctions to sequence events, e.g. then

Suggested Teaching Components

- Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to a simple description
- Give 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, literature characters, home, school, local environment, clothing, body, places, classroom, friends, countries, self, food, equipment

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 simple descriptions of objects/people - emphasise adjectives of colour, size and shape.
- Model use of to be/to have in present tense
- Demonstrate and practise using personal pronouns by substituting for student names
- Extend descriptions to scenes/places using visual stimulus with emphasis on singular/plural nouns and agreement (verb/subject) there is/there are

Joint/guided

- Use sentence beginnings (it is/it has) to generate descriptive sentences
- Identify the object/person being described
- Use magazine pictures to describe people
- Play '20 Questions', 'I Spy', 'Guess Who'

Independent

- 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

Grammar Scope

Nouns:

Proper nouns: e.g. Ali, Dari, Wellington

Common nouns: e.g. sisters, soccer

Prepositions:

Of place from, in, on etc., e.g. from Afghanistan

Of accompaniment with etc., e.g. with my family

Articles:

Omission of articles before most proper nouns, with uncountable nouns e.g. from Afghanistan, in Christchurch

Pronouns:

Subject he, I, you, we, it etc., e.g. He comes from Afghanistan.

Possessive our, his, my, its etc., e.g. with his family

Simple conjunctions:

Additive and, also, as well as etc., He has two sisters and four brothers.
e.g. twelve, three, thirteen

Adjectives:

Question formation:

'wh' e.g. What language does Ali speak?

Subject/verb reversal e.g. Is she Bosnian?

'do' support e.g. Does he speak English?

when no auxiliary e.g. Yes, he does. No, he doesn't.

Short answer forms:

Present tense verbs: e.g. He comes from Afghanistan.

Simple contractions: I'm , what's, where's, he's, she's etc. What's his name?

Text Structure and Language Features

EXAMPLE 1

Text Structure - Description

ABOUT ME

Introduction

My name is Senada. I come from Bosnia.

Description

I speak Bosnian. I'm thirteen years old. I have one brother and three sisters. I live in Wellington with my family.

Language Features

Use of possessive pronouns as determiners to identify particular nouns e.g. my friend, his family, my name

Use of adjectives, e.g. two, four.

Use of relating verbs, e.g. is, has.

Use of thinking/feeling verbs, e.g. like

Use of pronouns, e.g. he, I

Use of adverbial phrases, e.g. from Afghanistan, in Christchurch

Use of simple conjunctions e.g. and

EXAMPLE 2

Text Structure - Description

MY FRIEND

Introduction

My friend's name is Ali. He comes from Afghanistan. He speaks Dari. He 's twelve years old. He has two sisters and four brothers. He lives in Christchurch with his family. He likes soccer.

Description

Suggested Teaching Components

- Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to a very simple narrative, e.g. teacher prepared texts, big books, wordless texts, picture books .etc.
- Develop an awareness of the text structure and language features of a very simple narrative.

Suggested Themes, Topics and/or Experiences

Experience based teacher prepared/adapted narratives, picture books, big books, common myths/legends/fables, puppet shows

Suggested Assessment Tasks

- Listen to a narrative without pictures then correctly sequence pictures
- Teacher/student interview using 'wh' questions

Sample Strategies**Teacher directed**

- Use picture cues to elicit/build field (topic) knowledge and to model emotive and descriptive language
- Read simple narratives to introduce the concept of a complication using simple language
- Introduce the concept of characters using simple language
- Provide L1 support

Joint/guided

- Identify a character from a spoken text, e.g. 'Who said/did that?'
- Use picture sequence to retell a narrative, in pairs
- Respond to a variety of comprehension questions
- Use a simple aural cloze to retell story/ identify characters

Independent

- Listen to a narrative without pictures and sequence pictures
- Listen to a narrative and draw scene
- Teacher/student interview using 'wh' questions
- Role play a narrative

Grammar Scope

Nouns:

Proper nouns e.g. Hamid,
Common nouns e.g. playground, teacher

Prepositions:

Of place in, to, on etc., e.g. in the playground, to the canteen
Of time and date in, at, after etc., e.g. at 3 o'clock

Articles:

Definite the, e.g. the playground
Omission of article before most proper nouns, with uncountable nouns e.g. no money

Pronouns:

Subject it, I, you, we, he etc., e.g. He was very hungry. I have no money.
Possessive my, your, her, his etc., e.g. his bag, your wallet

Simple conjunctions:

Contrastive but, although etc., e.g. There was no money but his bus pass was there.
Additive and, also, as well as etc., e.g. I have no money and no bus pass.
e.g. hungry, sick, worried

Adjectives:

Adverbs:

Of place out, here, there, inside etc., e.g. Hamid looked inside. His bus pass was there.

Demonstratives:

Empty subject (there/it) + existential 'be' + noun:

e.g. There was no money.

Question formation:

'wh' e.g. What did Hamid lose?
Subject reversal e.g. Is this your wallet?
'do' support
when no auxiliary e.g. Did Hamid find his wallet?
Modal e.g. Could he buy his lunch?

Text Structure and Language Features

Text Structure - Narrative

A LOST WALLET

Orientation

It was lunch time. Hamid was in the playground. He was hungry. He went to the canteen. He looked in his bag. No wallet!

Complication

'Where's my wallet?', he thought.
He went back to the playground. He looked under the seat. No wallet. He felt sick. 'Oh no! My bus pass! My money!' He ran to the office and told his teacher.

Resolution

Hamid went to class. He was worried. 'How can I go home? I have no money and no bus pass.'
At three o'clock the Principal came to the door. 'Hamid, is this your wallet?' 'Yes, Ms,' Hamid said. He looked inside. There was no money but his bus pass was there.

Language Features

Use of nouns to name people, places, things, e.g. wallet, money, Ms

Use of adjectives, e.g. hungry, worried, sick

Use of word collocation families to build information, e.g. playground, canteen, teacher, class

Use of adverbial (prepositional) phrases, e.g. in the playground, to the door

Use of saying, feeling and thinking verbs, e.g. said, felt, thought

Use of action verbs in the past tense, e.g. came, told, looked

Use of direct speech, e.g. 'Yes Ms', he said.

Negation:

e.g. Hamid's money wasn't there.

Short answer forms:

e.g. Yes, he did. No, he didn't.

Verbs:

Present tense verbs: e.g. is, have
Past tense verbs: e.g. was, looked
Modals: e.g. How can I go home?
Saying, thinking and opinion verbs:

e.g. said, thought

Direct speech:

e.g. 'Where's my wallet?', he thought.

Simple contractions:

what's, where's, he's etc., e.g. Where's my wallet?

English Language Intensive Programme
Primary Resource

Foundation Stage

Reading, Understanding and Responding

Suggested Teaching Components

- Hold book/worksheet the right way and turn pages from front to back
- Locate beginning and end of book/worksheet
- Locate correct page/page number
- Locate letters, words, lines etc.
- Identify and say letters of alphabet in and out of sequence and match to sounds
- Recognise writing in different contexts, e.g. books, posters, charts, signs
- Identify and say numerals and ordinals in and out of sequence
- Recognise numerals and ordinals in different contexts, e.g. date, time, books, charts, mathematical operations

Teaching note

A sound, interactive and age-appropriate phonemic awareness programme is an essential component of foundation reading.

There are also a number of DVDs which contain either alphabet or word recognition programmes. Some contain interactive books. These are very useful for individuals or small groups of early phase learners.

It is also very important to make good and frequent use of recorded texts, as they can be taken home by students for practice, and consolidation. They assist the development of pronunciation, listening skills, vocabulary acquisition and of fluency.

Suggested Themes, Topics and/or Experiences

Any curriculum topic, (living things, matter)
calendar, library, reading programs, personal dictionary, New Zealand ,
colour wheel, graphs, ID cards, numbers, lab safety,

Sample Strategies**Teacher directed**

- Model how to hold book, turn pages from left to right, tracking text
- Model elements of fiction and non-fiction books, e.g. title, pages, illustrations
- Model different elements of text, e.g. full stops, capital letters, words, lines
- Display date, alphabet
- Compare English numerical system with others where appropriate, e.g. Arabic

Joint/guided

- Say, sing, sequence alphabet/numbers (chorus, individual, flash cards etc.)
- Listen to audio text, e.g. teacher/language master while tracking written text
- Develop and display word banks using wall charts
- Play word games to identify, spell and put in alphabetical order, e.g. Hangman, find the 5 letter words

Independent

- Match written dates with numerical forms
- Match cut up sentences to original text, words, and phrases
- List words in alphabetical order

Suggested Assessment Tasks

- Listen to text; track and circle words
- Put lists of words in alphabetical order
- Sequence numerals
- Identify common syllables within words

Suggested Teaching Components

- Develop understanding of sound/letter correspondences
- Identify and name printed letters of the alphabet in and out of sequence
- Identify and articulate some basic sound/letter correspondences, for example:
Initial consonants 'p', 'b', 'd', 't', 's', 'k', 'g'
Common clusters 'sh', 'st', 'ch'

Suggested Themes, Topics and/or Experiences

Any curriculum topic, personal information, school, family, colours, weather, date, time, special occasions, clothing, actions, food, places

See also the teaching note in the previous section.

Suggested Assessment Tasks

- Observation of articulation, sound/letter correspondence
- Listening tasks, e.g. pick the odd sound out
- Complete word cloze exercises, focussing on initial/final sounds
- See also 'Listen up!'

Sample Strategies**Teacher directed**

- Model pronunciation of individual sounds and words
- Model articulation of sounds and words using, e.g. mirrors/diagrams
- Conduct minimal pair drills in context
- Demonstrate that letters have names and sounds using L1 support
- Use known vocabulary to elicit words with the same initial sound and create a class dictionary or wall display – could be clustered in topics
- Play 'Listen up'

Listen Up! Circle or tick a key identified word from a list of those read from a text (Student has a short list, has heard the list read once and then puts a tick for every time it is heard in a short text read aloud by teacher. Could be an independent task if the text is available in recorded form.)

Joint/guided

- Play games, e.g. Bingo, I Spy, alphabet games, guessing gradually revealed words
- Match initial sound to pictures of familiar vocabulary
- Listen and write initial/final letter in word
- Match upper case letters with lower case letters

Independent

- Recognise some common syllables in words, e.g. in, on, -er
- Pick the odd one out of a teacher-read list
- Total physical response games, e.g. run to the correct initial letter in response to teacher dictated words

Suggested Teaching Components

- Understand that written texts are composed of individual words separated by spaces
- Use illustrations to support common vocabulary
- Identify words within a modelled/ displayed sentence
- Identify and clearly pronounce common vocabulary items including 'survival' language
- Use developing awareness of sound/letter correspondences to support knowledge of sight words
- Identify some familiar words in different fonts and contexts, e.g. toilet, office, bus stop

Suggested Themes, Topics and/or Experiences

Any curriculum topic, personal information, school, family, colours, weather, date, time, special occasions, clothing, actions, food, places

Suggested Assessment Tasks

- Identify sight words
- Read sight words
- Match words to pictures

Sample Strategies**Teacher directed**

- Build field knowledge using visual stimuli e.g. pictures, word shapes
- Model pronunciation, intonation, rhythm and stress
- Practise reading through, for example: flash card drills, choral/individual reading, board drills
- Identify individual words within familiar texts

Joint/guided

- Match photos/pictures to words, words to word shapes
- Play games, e.g. miming sight vocabulary, Concentration, Snap, Bingo
- Find familiar words around school and community,
- Find words linked to curriculum contexts

Independent

- Complete simple cloze activities
- Label familiar items
- Identify sight vocabulary e.g. circle words as teacher reads
- Sequence words to form sentences
- Record common sight words in own personal dictionaries
- Read common sight words

Grammar Scope

Nouns:

- Proper nouns e.g. Mr
- Common nouns e.g. day, world, men

Prepositions:

- Of place e.g. at, to, in, on, between

Articles:

- Definite e.g. the
- Indefinite e.g. a, an

Pronouns:

- Subject e.g. I, you, we
- Possessive e.g. my, your

Adjectives:

- e.g. well, little

Adverbs:

- e.g. never, here

Demonstratives:

- e.g. these, those

Verbs:

- Present tense verbs e.g. is, make
- Past tense verbs e.g. did, had
- Modals e.g. can

Note. There are many different word lists. Different word lists will be needed for different purposes. Older learners will have to begin to learn academic words as soon as possible, preferably in a context.

Students should be encouraged to build their own word lists of different types of words such as frequent words, technical words, personally significant words, words which have different meanings in different subject areas (e.g. pitch)

Common Sight Words

Johnson Word List

- | | | | |
|------|-------|---------|---------|
| the | out | like | those |
| of | so | our | people |
| and | said | over | Mr |
| to | what | man | how |
| a | up | me | too |
| in | its | even | little |
| that | about | most | good |
| is | into | made | very |
| was | than | after | make |
| he | them | did | world |
| for | can | many | still |
| it | only | before | own |
| with | other | must | see |
| as | new | through | men |
| his | some | back | work |
| on | could | years | long |
| be | time | where | get |
| at | these | much | here |
| by | two | your | between |
| I | may | way | both |
| this | then | well | under |
| had | do | down | never |
| not | first | should | day |
| are | any | because | same |
| no | my | each | |
| if | now | just | |

Suggested Teaching Components

- Recognise familiar sight vocabulary
- Identify and say basic sound/letter correspondences, e.g. initial consonants 'p', 'b', 'd'
- Begin to identify common clusters, e.g. 'sh', 'st', 'ch'
- Begin to develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a familiar text (may be recorded)
- Repeat/read a familiar modelled text paying attention to punctuation
- Individually read aloud a familiar text paying attention to punctuation
- Understand and respond to a familiar text

Suggested Themes, Topics and/or Experiences

Any curriculum topic, personal information, school, family, colours, weather, date, time, special occasions, clothing, actions, food, places

Suggested Assessment Tasks

- Read aloud a familiar text
- Complete simple comprehension activities
- Complete simple cloze activities
- Match sentences to pictures

(Many of the teaching and learning activities above can also be used as assessment tasks)

Sample Strategies**Teacher directed**

- Model pronunciation, intonation, rhythm and stress, paying attention to phonics through teacher reading
- Develop sight vocabulary using picture crosswords, Scrabble, word shapes, Bingo etc.
- Use minimal pair drills to begin to identify initial consonants and common clusters
- Build on field knowledge using picture cues

Joint/guided

- Match photos/pictures to captions
- Play games, e.g. miming sight vocabulary, Concentration, Snap
- Read jointly written texts of class activity
- Match beginning and endings of sentences, e.g. My name/is Hamid.
- Complete simple grids
- Complete simple 3 Level Thinking Guides

Independent

- Complete simple cloze activities
- Complete comprehension activities, e.g. true/false, 'wh' questions
- Match sentences to pictures

Grammar Scope

Nouns:

Proper nouns e.g. Tuesday, Yeng, Fairfield
 Common nouns e.g. sides, triangle, sister, boy

Prepositions:

Of place in, on etc., in Newtown
 Of accompaniment with etc., e.g. with my family

Articles:

Definite the, e.g. the first day
 Indefinite a, an, e.g. a triangle
 Omission of article
 before most proper nouns,
 with uncountable nouns In Fairfield, in Newtown

Pronouns:

Subject I, you, we, it etc., e.g. I come from Thailand.
 Possessive I, my, our, its etc., e.g. I live with my family

Conjunctions and connectives:

Additive and, also, as well as etc., e.g. I have black hair and brown eyes.

Adjectives:

e.g. one, cool, cloudy, black, brown

Demonstratives:

this, that, these, those, e.g. This is a triangle.

Question formation:

'wh' e.g. What day is it? Where do you come from?

Subject reversal (inversion) e.g. Is it cold today?

'do' support

when no auxiliary e.g. Does your family live in Hamilton?

Short answer forms:

e.g. Yes, it is. No, it isn't. Yes, it has. No, it hasn't.

Verbs:

Present tense verbs e.g. am, have, speak, live, go

Simple contractions what's, where's, it's, she's etc., e.g. It's a cool and cloudy day.

Punctuation:

e.g. question marks, upper/lower case, full stops

Text Structure and Language Features

Text Structure - simple declarative sentences

EXAMPLE 1

This is a triangle. It has three sides and three angles.

EXAMPLE 2

Today is Tuesday 1st March. It is the first day of autumn. It's a cool and cloudy day.

EXAMPLE 3

My name is Yeng. I come from Thailand. I have one sister. Her name is Por-Ye. I live with my family in Newtown. I go to Newtown School.

EXAMPLE 4

I am a boy. I have black hair and brown eyes. I am 10 years old. I speak Chinese. I live in Fairfield. I like computer games. Who am I?

Language Features

Use of very basic sentence patterns e.g. subject/verb/object; subject/verb/adverbial phrase or adjectival phrase

Use of linking verbs, e.g. is, are, have

Use of action verbs, e.g. go, speak

Use of personal pronouns, e.g. I, her, it, my

Use of common adjectives, e.g. cool, cloudy, one, first, brown

Use of nouns to identify places, people, things, e.g. Thailand, Por-Ye, triangle

Use of familiar vocabulary

Use of present tense, e.g. like, go, live

Suggested Teaching Components

- Recognise familiar sight vocabulary
- Identify and say basic sound/ letter correspondences e.g. initial and final consonants 'p', 'b', 'd'
- Begin to identify common clusters e.g. 'sh', 'st', 'ch'
- Begin to develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a very simple recount
- Repeat/read a very simple modelled recount paying attention to punctuation
- Individually read aloud a very simple recount paying attention to punctuation
- Understand and respond to a very simple recount
- Develop an awareness of the text structure and language features of a very simple recount

Suggested Themes, Topics and/or Experiences

Any curriculum topic, school field trips, family, shopping, festivals/holidays, letters, journal, my life (e.g. accidents), local environment, time, dates, seasons, experiments, sporting events, cultural events

Suggested Assessment Tasks

- Sequence recount
 - Read aloud a familiar recount
 - Match pictures to written text
 - Complete very simple comprehension activities
 - Identify different classes of words and explain functions
 - Place words in word chains or complete semantic webs (match collocations, lexical strings) e.g. zoo, kiwi house, lions, tigers, elephants
- (Many of the teaching and learning activities above can also be used as assessment tasks)

Sample Strategies**Teacher directed**

- Model pronunciation, intonation, rhythm and stress, paying attention to phonics, through teacher reading, recorded texts
- Build field knowledge/sight vocabulary using visual stimuli, drilling etc.
- Model cueing beginning and end of sentences
- Ask 'wh' questions to introduce concept of sequence of events, e.g. What did we do first?

Joint/guided

- Read jointly written recounts of class activities
- Sequence cut up text using time of day as a guide
- Sequence sentences to match a mimed/recorded sequence of events
- Match written text to photos/pictures
- Ask questions to check comprehension
- Complete a simple 3 Level Thinking Guide or a simple grid

Focus on form and meaning. Change text from singular to plural where possible. Add an adjective, prepositional phrase or adverb. Change a verb. Find a synonym.

Independent

- Sequence recount, e.g. story map, board game
- Answer true/false, yes/no and 'wh' questions
- Match beginnings and ends of sentences
- Punctuate recount
- Identify any missing events from a sequence (from information strips)

Grammar Scope

Nouns:

Proper nouns e.g. Aotea Centre, Mata, Friday
Common nouns e.g. buses, lions, day, shower

Prepositions:

Of place in, on, to, at etc., e.g. to the zoo, on the buses
Of time and date at, in, on, after, before etc., e.g. at 3.00 pm, at 7 o'clock
Of accompaniment with etc., e.g. with her friends

Articles:

Definite the, e.g. the zoo
Indefinite a, an, e.g. a good day
Omission of article before most proper nouns, with uncountable nouns e.g. last Friday

Pronouns:

Subject we, he, she, it, they etc., e.g. At 9 o'clock we got on the buses.
Possessive his, her, their etc., e.g. his mother

Simple connectives and conjunctions:

Temporal e.g. Then we walked around the Kiwi House.
Additive and, also etc., e.g. He had a shower and got dressed for school.
e.g. dark, good

Adjectives:

Adverbs:

Of place home, here, there etc., e.g. She got home at 4 o'clock
Of time last, tomorrow etc., e.g. last Friday

Question formation:

'wh' e.g. What time did we leave? Where did we go?
Subject reversal e.g. Was it a good day?
'do' support when no auxiliary e.g. Did he have a shower?

Short answer forms:

e.g. Yes, it was. No, it wasn't. Yes, we did. No, we didn't.

Past tense verbs:

e.g. went, was, got, saw, walked, played

Punctuation:

e.g. question marks, upper/lower case, full stops, commas, paragraphs

Text Structure and Language Features: Examples 1 & 2

Text Structure - Recount

MATA'S SCHOOL DAY

Orientation

Mata got up at 7 o'clock. She had a shower and got dressed for school.

Record of events

She had breakfast and said goodbye to her mother. Then she walked to the bus stop and got the bus to school.

She studied English and played with her friends. School finished at 3 o'clock and then Mata went home.

Reorientation

She got home at 4 o'clock.

VISIT TO THE ZOO

Orientation

Last Friday our class went to the Auckland zoo. It was a sunny day.

Record of events

At 9 o'clock we got on the buses. On the way we saw the Auckland Harbour Bridge and the Aotea Centre.

We got to the zoo at 11 o'clock. We saw lions, tigers and elephants. Then we walked around the dark kiwi house.

Reorientation

We got back to school at 3:30 pm. It was a good day.

Language Features

Use of sentences

Use of nouns to name people, places, things, e.g. Auckland Harbour Bridge, Mata, mother

Use of adjectives, e.g. good, sunny

Use of word collocation families to build information, e.g. zoo, lions, tigers, kiwi house

Use of adverbial (prepositional) phrases, e.g. to the zoo, on the buses, for school

Use of action verbs, e.g. went, saw, walked, played

Use of past tense, e.g. got, had, said

Use of time connectives, e.g. then

Use of conjunctions, e.g. and

Suggested Teaching Components

- Recognise familiar sight vocabulary
- Identify and say basic sound/letter correspondences, e.g. initial consonants 'p', 'b', 'd'
- Begin to identify common clusters, e.g. 'sh', 'st', 'ch'
- Begin to develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a very simple description
- Repeat/read a very simple modelled description paying attention to punctuation
- Individually read aloud a very simple description paying attention to punctuation
- Understand and respond to a very simple description
- Develop an awareness of the text structure and language features of a very simple description.

Suggested Themes, Topics and/or Experiences

Any curriculum topic, family, literature themes, literature characters, home, school, local environment, clothing, body, places, classroom, friends, countries, self, food, equipment.

Suggested Assessment Tasks

- Match the picture/person/object to the written description
- Complete simple cloze exercises
- Complete simple comprehension exercises

(Many of the teaching and learning activities above can also be used as assessment tasks)

Sample Strategies**Teacher directed**

- Model pronunciation, intonation, rhythm and stress, paying attention to phonics, through teacher reading, recorded reading etc
- Build field knowledge using visual stimuli
- Build sight vocabulary, develop vocabulary knowledge through "Before and After" vocabulary grids (see Effective Literacy Strategies Yrs 9-13)
- Classify adjectives according to size, colour, shape, and type, and order of adjectives
(For explanation of adjectives see for example Derevianka, B. A Grammar Companion)
- Jointly construct simple descriptions using visual stimulus, e.g. photos of students, objects

Joint/guided

- Read factual descriptions of familiar people, places, things; name the object/person
- Start with a noun and expand to build noun groups – add adjective/s, change a determiner e.g. articles, pointing words - this that etc, (see above for information on adjectives)
- Play games, e.g. matching pictures to vocabulary, Who am I? What is it?
- Play barrier games working in pairs from simple description
- Draw mind maps using language to describe people, places, events

Independent

- Match written description to visual texts
- Complete a grid of attributes and features of characters etc.
- Complete simple cloze activities (structural clozes and content clozes)
- Classify different types of verbs (linking, action, mental/verbal processes)
- Answer true/false, yes/no, 'wh' questions
- Complete simple 3 Level Thinking Guides and fill in text organisers
- Replace a missing element in the text – or make up a sentence from a single word prompt

Grammar Scope

Nouns:

Proper nouns e.g. China, Mrs Smith
Common nouns e.g. uniform, pants, socks, class, teacher

Prepositions:

Of place in, from etc., e.g. in the class, from China

Articles:

Definite the, e.g. the boys
Indefinite a, an, e.g. a white shirt

Omission of article before most proper nouns, or before uncountable nouns e.g. from China

Pronouns:

subject we, she, he, they etc., e.g. We are in Year 5
possessive our etc., e.g. our English teacher

Simple connectives:

Additive and, also etc., e.g. There are four boys and six girls.

Contrastive but, or etc., e.g. The girls wear a white shirt and a green skirt or pants.

Adjectives: e.g. grey, four.

Empty subject (there/it) + existential 'be' + noun:

e.g. There are four boys.

Question formation:

'wh' e.g. What is the uniform? Where are they from?

Subject reversal e.g. Are there six students?

'do' support e.g. Do they come from Iraq?

Short answer forms: e.g. Yes, there are. No, there aren't. Yes, they do. No, they don't.

Verbs:

Present tense verbs e.g. wear, are, come

Punctuation e.g. question marks, upper/lower case, full stops, commas, paragraphs

Text Structure and Language Features: Example 1 & 2

Text Structure

OUR CLASS

Introduction

We are in Year 5. There are eight boys and nine girls in the class. Seven students come from China. Three students come from Iraq, four students come from Russia and three students come from Bosnia.

Description

Our teacher is Mrs Smith.

Language Features

Use of sentences

Use of nouns, e.g. students, China, Mrs Smith

Use of noun groups, e.g. a white shirt, our teacher

Use of adjectives, e.g. black, two

Use of present tense action verbs, e.g. wear, come

Text Structure

KAURI SCHOOL UNIFORM

Introduction

Kauri School students wear school uniform.

Description

The boys wear grey pants, black shoes, white socks and a white shirt.

The girls wear a white shirt and a green skirt or pants. They wear white socks and black shoes.

Use of linking verbs, e.g. is, are

Agreement of subject and verb (plural - we are, and singular - Our maths teacher is)

Use of conjunctions, e.g. and, or

Suggested Teaching Components

- Locate beginning/end of sentences
- Use illustrations to support understanding of events/characters
- Track/follow a very simple narrative
- Repeat/read a very simple narrative text along with or after teacher, paying attention to punctuation
- Understand and respond to events from a very simple narrative
- Develop an awareness of the text structure and language features of a very simple narrative

Note. Not all narratives are fictional. A key difference between a narrative and recount is that a narrative is a sequence of events which contains some sort of problem and resolution, whereas a recount is seen as a simple retelling of events. For example a **recount** of trip to town might tell the audience when you left, how you got there, what you did and when and how you came home. A **narrative version** might include an episode in which you lost your purse while in town and how you resolved the problem of losing it and getting home.

Suggested Themes, Topics and/or Experiences

Experience based teacher prepared/adapted narratives, picture books, big books, common myths/legends/fables, puppet shows, Computer Slideshow programmes (e.g Kidpix) or Power Point

Suggested Assessment Tasks

- Match written text to pictures (could be on a computer)
 - Answer a variety of comprehension activities
 - Sequence simplified narrative
 - Add a missing event in a retell from an oral narrative
- (Many of the teaching and learning activities above can also be used as assessment tasks)

Sample Strategies**Teacher directed**

- Focus on cover/title/illustrations to elicit very simple prediction
- Model pronunciation, intonation, rhythm and stress through teacher reading, recorded reading etc., paying attention to phonics
- Build on field knowledge/sight vocabulary using visual stimuli and pre-teaching a few essential items
- Read and re-read a number of simple narratives to familiarise students with content and structure
- Simplify the narrative where necessary
- Provide L1 support

Joint/guided

- Role play a narrative
- Read then retell a narrative using visual cues and/or focus questions
- Sequence a simplified retell of the narrative
- Do a listening dictation on a summary of the story (Could be a Dictagloss/Grammar Dictation task – see glossary of Strategies)
- Identify pronoun reference through tracking
- Identify different types of verb processes (linking, action, mental and verbal)

Independent

- Illustrate a favourite part of the story
- Complete simple comprehension questions, e.g. true/false, yes/no, 'wh' questions
- Match captions with visual text
- Complete simple cloze exercises
- Make a computer slide show of the story
- Retell a similar myth or folktale from own culture

Grammar Scope

Nouns:	
Proper nouns	e.g. Samira, Farsi, Iran
Common nouns	e.g. friends, teacher
Prepositions:	
Of place	from, in, to, on etc., e.g. from Iran
Of time and date	on, in, after, before etc., e.g. on the first day
Of accompaniment	with, without etc., e.g. with me
Articles:	
Definite	the, e.g. the playground
Omission of article before most proper nouns, with uncountable nouns	e.g. from Iran
Pronouns:	
Subject	she, you, we, they etc., e.g. She heard her language
Object	me, it etc., e.g. Come with me. A girl was smiling at her.
Possessive	her, my, their etc., e.g. her classroom, her language, my class
Simple conjunctions:	
Contrastive	but, or etc., e.g. She went back to her classroom but no one was there. e.g. scared, empty, happy
Adjectives:	
Adverbs:	
Of time	at last, yesterday etc., e.g. She was happy at last.
Of place	there, out, here, around etc., e.g. No one was there.
Of manner	kindly e.g. ...she asked kindly in Farsi.
Question formation:	
'wh'	e.g. What language did Samira speak?
Subject reversal	e.g. Was Samira happy?
'do' support	
when no auxiliary	e.g. Did Samira find a friend?
Modal	e.g. Could Samira speak English?
Negation:	e.g. She couldn't speak English.
Short answer forms:	e.g. Yes she did. No she didn't. Yes she could, No she couldn't.

Text Structure and Language Features

Text Structure - Narrative (factual)

Orientation

FIRST DAY AT SCHOOL
Samira came to Kauri School from Iran. On the first day she was scared. She couldn't speak English. "I can't understand the teacher. What will I do? I have no friends," she thought.

Problem/Complication

The bell went. It was time for Sports. "I don't know where to go," she thought.

She went back to her classroom but no one was there. She went downstairs. The playground was empty. She wanted to cry.

Resolution

Just then someone spoke. She heard her language, "Are you lost?" She turned around. A girl was smiling at her. "Are you Samira?" she asked kindly in Farsi. "You're in my class. Come with me."

Coda

Samira smiled. She was happy at last.

Language Features

Use of nouns to name people, places, things, e.g. Samira, friends, Farsi

Use of adjectives, e.g. scared, English, empty, lost

Use of conjunctions, e.g. but, and

Use of adverbs/adverbial phrases, e.g. around, to Kauri School, on the first day

Use of saying and thinking verbs, e.g. said, thought

Use of action verbs in the past tense, e.g. came, went, spoke

Use of direct speech, e.g. "Are you Samira?", she asked.

Verbs:

- Present tense verbs
- Past tense verbs
- Future tense verbs
- Imperative verbs
- Saying, thinking and opinion verbs

- e.g. are, have
- e.g. was, turned
- e.g. What will I do?
- e.g. Come with me.

e.g. asked, thought

Direct speech:

e.g. "I don't know where to go," she thought.

Simple contractions:

what's, where's, you're, he's, she's etc., e.g. You're in my class.

Punctuation:

question marks, upper/lower case, full stops, commas, sentences, paragraphs

English Language Intensive Programme
Primary Resource

Foundation Stage

Writing

Suggested Teaching Components

- Employ correct pencil grip and good posture
- Form printed letters of Roman alphabet paying attention to size, shape, slope, spacing and directionality of letter formation
- Copy printed Roman alphabet with accuracy acknowledging basic conventions, e.g. position on the line
- Copy personal information accurately paying attention to capital letters and full stops
- Copy numerals accurately
- Use appropriate pen colour and setting out, e.g. margins, headings

Suggested Themes, Topics and/or Experiences

All

Suggested Assessment Tasks

- Copy information correctly
- Record date
- Observe/monitor student progress regularly

Sample Strategies**Teacher directed**

- Model and practise size, shape, slope and spacing of letters
- Emphasise directionality of letter formation – print only
- Emphasise letter position on the line by using primary writing exercise books
- Practise letter patterns relating to the letter being practised

Joint/guided

- Trace letters/words/sentences
- Copy letters/words/sentences paying attention to upper and lower case
- Use writing booklet to practise handwriting
- Use computer technology to reinforce print conventions

Independent

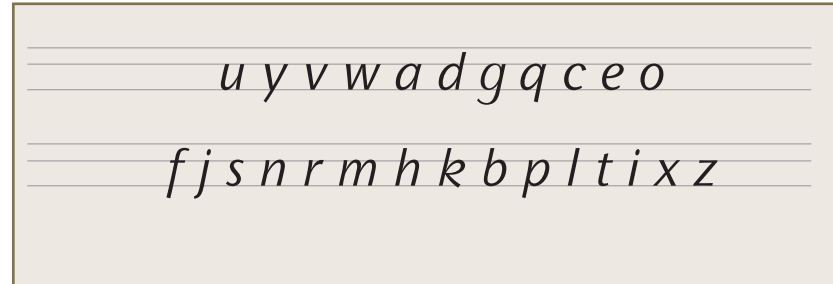
- Write personal information
- Copy words/sentences etc. from familiar topics
- Write for display
- Play barrier games, e.g. student reads a word – another copies the word

Grammar Scope

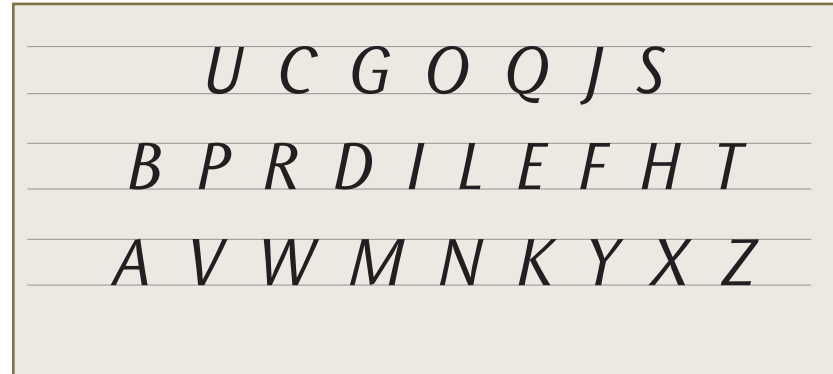
No grammar scope for this outcome

Foundation Style

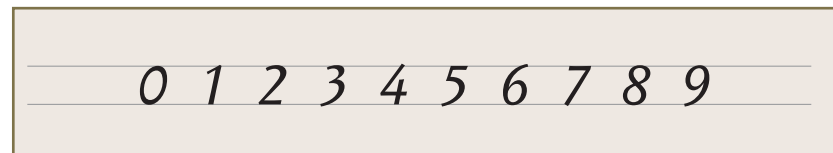
The lower case letters



The capital letters



The numbers



Suggested Teaching Components

- Trace letters and words
- Use software to identify and match upper and lower case
- Copy sight words accurately using basic conventions
- Learn to spell sight words accurately using, e.g. Look, Say, Spell, Cover, Write, Check technique
- Group words according to sounds e.g. initial sounds
- Match sight words with objects, visual texts

Suggested Themes, Topics and/or Experiences

The body, the school, classroom equipment, the home, the local environment, plants, animals, specialist rooms around the school, scenes and pictures from "first word" books, postcards and pictures of familiar places (from own cultural context and country)

Suggested Assessment Tasks

- Label items correctly
- Observation of student work books

Sample Strategies**Teacher directed**

- Model procedures for learning spelling, e.g. Look, Say, Spell, Cover, Write, Check technique
- Identify letter/sound correspondences especially initial sound to group familiar words
- Use resources to find correct spelling e.g. books, word banks, alphabet charts

Joint/guided

- Practise using Look, Say, Spell, Cover, Write, Check technique when labelling items
- Play games to facilitate phonological awareness, e.g. I Spy, Simon Says
- Match labels to pictures; label diagrams, classroom items
- Use knowledge of sound/letter correspondence to write new words
- Correctly copy the odd one out in a group of words (e.g. letter written wrongly)

Independent

- Complete cloze activities on familiar items
- Label own worksheets, e.g. diagram of the body, map of school, sheet of maths shapes, colours
- Write words from memory
- Play barrier games, e.g. student reads a word, another copies the word
- Use software to practise alphabet recognition and letter matching.

Grammar Scope

Nouns:

Common nouns e.g. toes, hand, leg
 singular e.g. ear
 plural ears lips

Articles:

Definite the, e.g. the head, the eyes
 Indefinite a, an, e.g. a leg, a knee

Possessive pronouns:

my, his, her, your

Adjectives:

e.g. light, red, small

Text Structure and Language Features

Labels and lists

THE BODY

Nouns

head	hair	skin	face	ears
eyes	eyebrows	nose	mouth	teeth
lips	chin	neck	shoulder	fingers
hand	thumb	arm	elbow	wrist
leg	knee	ankle	foot	toes

Adjectives

big	small	tall	short	heavy
light	long	brown	blue	black
orange	red	green	fair	dark
light				

Suggested Teaching Components

- Use capital letters and full stops appropriately
- Spell familiar vocabulary correctly using basic conventions
- Identify correspondence between spoken and written English
- Use bank of known words in writing process
- Write sentences reflecting pre-taught patterns and using appropriate vocabulary
- Write own simple sentences

Suggested Themes, Topics and/or Experiences

All contexts - especially using curriculum topics
(Suggestion: labelling a self-portrait or a diagram of the human body, followed by writing a self-description using simple sentences.)

Suggested Assessment Tasks

- Write sentence using visual cues and pre-taught patterns
- Use a bank of familiar words to construct simple sentences
(Many of the teaching and learning activities above can also be used as assessment tasks)

Sample Strategies**Teacher directed**

- Model simple phrases/sentence patterns, e.g. this afternoon, Today is Monday.
- Model and practise re-writing student texts with standard punctuation and grammar
- Write simple sentences about a visual text using pre-taught vocabulary and sentence patterns
- Practise saying and writing simple phrases/sentence patterns

Joint/guided

- Match beginnings and endings of a sentence from a list (ensure there is one extra item in one list - i.e more beginnings than endings -, so there is a cognitive demand)
- Write simple sentences using picture cues, substitution tables etc.

Independent

- Complete simple cloze exercises
- Do a listening dictation (Dictagloss/Grammar Dictation - see Strategies glossary) of simple sentences and then check for accuracy against a model (could also be a joint activity)
- Write own sentences using familiar sentence patterns
- Write dictated simple sentences correctly
- Check copied writing for accuracy

Grammar Scope

Nouns:

Proper nouns e.g. Sura, Ms White, China

Common nouns e.g. book, bus, train, day

Prepositions:

Of place in, from, on etc., e.g. in the class,
from China

Articles:

Definite the, e.g. the class

Indefinite a, an, e.g. a book

Omission of article
before most proper nouns,
with uncountable nouns e.g. Today is Monday. I live in Napier.

Pronouns:

Subject I, you, she, it etc., e.g. It's two
o'clock. She's reading.

Possessive my, his etc., e.g. My name is Sura.

Adjectives:

e.g. sunny, two, tired

Question formation:

'wh' e.g. What is your name? Where do
you live?

Subject reversal e.g. Is it Monday?

'do' support e.g. Do you live in Napier?

when no auxiliary e.g. Yes, I do. No, I don't. Yes, she
does. No, she doesn't.

Verbs:

Present tense verbs e.g. is, come, speak, ride, have

Present continuous
tense verbs e.g. is reading, are swimming

modals e.g. can

Simple contractions:

what's, it's, he's, she's etc., e.g. It's a
sunny day. She's reading a book.

Punctuation:

e.g. question marks, upper/lower
case, full stops, apostrophes

Text Structure and Language Features

EXAMPLES

1. My name is Sura.
2. Today is Monday.
3. This is a book.
4. My teacher is Ms White.
5. There are nine students in the class.
6. It's a sunny day.
7. It's two o'clock.
8. I come from China.
9. I come to school by bus.
10. I speak Arabic.
11. I am nine years old.
12. I'm tired.
13. I live in Napier.
14. I have two sisters.
15. I can ride a bike.
16. They're swimming.
17. She's reading a book.
18. I have long black hair.
19. An ant is an insect.

Language Features

Use of very basic sentence patterns

Use of present or present continuous tense

Use of relating verbs, e.g. is, have

Use of action verbs, e.g. ride, swim, read

Use of personal pronouns, e.g. I, she, they

Use of common adjectives, e.g. tired,
sixteen, English

Use of familiar vocabulary

Use of nouns to identify places, people,
things, e.g. Sura, class, bus

Suggested teaching Components

- Write personal information correctly in appropriate place on a very simple form
- Write numerical information correctly in appropriate place on form
- Spell familiar vocabulary correctly e.g. name, suburb, month
- Complete a very simple formatted text

Suggested Themes, Topics and/or Experiences

Personal information, formats of forms

Suggested Assessment Tasks

- Complete a very simple formatted text following simple instructions, e.g. Use block letters.
- Complete a simple grid
- Write letters or words from a list of spoken words

Sample Strategies**Teacher directed**

- Model language appropriate to simple forms, e.g. last name, surname
- Model placing information completely and correctly on a variety of authentic and/or simplified forms, e.g. permission notes, library cards
- Model conventions, e.g. use block letters

Joint/guided

- Conduct class surveys (students spell names for recording) and complete a grid
- Match and record personal information with appropriate prompt cards, e.g. Family Name: Lu, Age: 13
- Listen to and record personal information on grid
- Complete dictation or simple Dictagloss based on personal information

Independent

- Complete a simple formatted text based on own personal information
- Complete simple formatted texts from interviews with others
- Rewrite from all lower case to all upper case

Grammar Scope

Nouns:

Proper nouns

e.g. Maria

Common nouns

e.g. name, class

Punctuation:

e.g. upper/lower case

Numerals:

Text Structure and Language Features: Examples 1 & 2

CLASS SURVEY		
First Name	Last Name	Birthday month

Name: Maria Welitschko
 Class: Room 20
 Favourite Activities: Maths
 Basketball

English Language Intensive Programme
Primary Resource

Stage 1

Orientation to Learning

Suggested Teaching Components

- Sit in chair at table for an extended period of time
- Know class teachers' and classmates' names
- Locate rooms, identify subjects
- Know/negotiate basic rules and appropriate routines
- Come prepared to class, e.g. bring books, calculator etc.
- Exhibit appropriate and polite classroom behaviour, for example:
 - work cooperatively in pair or group
 - wait for others to finish speaking/turn taking
 - follow teacher instructions
- Organise work book or folder, e.g. margins, date, heading, maintaining worksheets in appropriate manner
- Attempt set class work and homework
- Use a dictionary with teacher guidance (personal/bi-lingual)
- Borrow and access information from library, e.g. CDs, reference books
- Participate in appropriate social interactions such as asking questions, apologising, making a request, clarifying, interrupting etc
- Maintain homework diaries, sheets, folders etc. and use the Look, Say, Spell, Cover, Write, Check method to learn vocabulary

Sample Strategies**Teacher directed**

- Set out regularly and reinforce all procedures with L1 support
- Model and monitor use of margins, dates, headings, folders, homework diaries etc.
- Change groupings in classroom to encourage cross-cultural understanding
- Model and practise appropriate social interactions to guide asking questions, interrupting, disagreeing, clarifying etc.
- Set homework and give feedback regularly using simple marking codes
- Timetable regular library visits

Joint/guided construction/task

- Participate in weekly shared book sessions (including use of sophisticated picture books)
- Play basic dictionary games
- Play games to reinforce greetings, names, organisational information etc., e.g. card games, circle games
- Participate appropriately in casual classroom exchanges

Independent construction/task

- Be ready for class with appropriate equipment
- Use repeated listening of recorded texts to develop fluency
- Help to orient new students to class routines or tell a new student about something you have learnt in the different curriculum areas

Suggested Themes, Topics and/or experiences

School environment/layout, set of rules and expectations, class trips

Suggested Assessment Tasks

- Use of check lists (filled in by self)
- Observational Records
- Oral questions

English Language Intensive Programme
Primary Resource

Stage 1

Oral Interaction

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Use common formulaic phrases, e.g. greetings
- Respond to basic spoken classroom instructions
- Respond to basic request for personal information
- Recite the alphabet and name letters in random order
- Respond to request to spell simple personal detail
- Understand appropriate intonation and stress

Suggested Themes, Topics and/or experiences

Self, personal information, family, school/specialist rooms, measurement, money, shopping, canteen, countries of origin, New Zealand, sporting skills, local community, weather

Suggested Assessment Tasks

- Respond non-verbally to a set of random classroom instructions
- Respond verbally to a set of basic random requests for personal information, including spelling of name and address
- Participate appropriately in a simple formulaic conversation

Sample Strategies**Teacher directed**

- Model listening and repeating dialogues using visual support, recorded texts, videos, teacher talk, social interaction cue cards etc.
- Use visual stimuli, e.g. world map to prompt responses to requests for personal information
- Model/mime/imitate classroom instructions
- Model alphabet song/grouping letters according to sound of letter name
- Clap/tap out beats of formulaic phrases
- Recite rhyming poems together

Joint/guided construction

- Chain game (I'm – I come from – This is – S/he comes from)
- Pair interviews/class surveys
- Vocabulary games, e.g. repeat if true, picture bingo, Kim's Game, board games
- Letter name games, e.g. Scrabble, Boggle, Pictionary, barrier games with word gaps

Independent construction

- Respond to question cards/questions derived from survey sheets
- Identify picture/perform activity associated with classroom instructions, e.g. Simon Says
- Spell name and other personal details to classmates

Grammar Scope

Nouns:

Proper nouns e.g. Ahmed, Vietnam

Common nouns e.g. name, morning

Prepositions:

Of place in, from etc., e.g. from Vietnam

Articles:

Definite the, e.g. the date

Pronouns:

Subject I, you, we etc., e.g. Where do you come from?

Object him, her, us, you etc., e.g. Thank you.

Possessives: my, your, her etc., e.g. your name

Simple conjunctions: and, but etc., e.g. Open your books and write the date.

Simple present: e.g. My name is Hatice

Imperatives: e.g. Open your books.

Text Structure and Language Features: Examples 1 and 2

Text Structure - Polite enquiry requests

Opening	Teacher:	Good morning Ahmed.
Response	Student:	Good morning Ms/ Sir.
Initiation	Teacher:	How are you?
Response/ initiation	Student:	Fine thanks and you?
Response	Teacher:	Very well thank you.
Closing	Student:	Bye Ms/Sir.
Response/closure	Teacher:	Bye Ahmed.

Language Features

Use of greetings, e.g. Good morning.

Use of proper nouns to identify people, e.g. Ahmed

Use of 'wh' questions, e.g. How are you?

Use of ellipsis typical of responses in casual conversations, e.g. Fine thanks. (not I'm fine thanks.)

Use of closures, e.g. Bye.

Text Structure - Demand for action

Initiation	Teacher:	Open your books and write the date.
Response		(Non verbal; students respond, opening books, writing date.)

Language Features

Use of imperatives to initiate response, e.g. open, write

Text Structure and Language Features: Examples 3 and 4

Text Structure - Request for information

Initiation	Teacher:	What's your name?
Response	Student:	My name is Hatice.
Initiation	Teacher:	How do you spell that?
Response	Student:	H A T I C E.

Language Features

Use of 'wh' questions, e.g. What's your name? How do you spell that? Where do you come from?

Use of proper nouns to identify people, e.g. Hatice, Vinh

Use of ellipsis typical of responses in casual conversations, e.g. H A T I C E (not You spell it H A T I C E.)

Use of polite closures to indicate end of exchange, e.g. Thank you.

Text Structure - Request for information

Initiation	Teacher:	What's your name?
Response	Student:	My name is Vinh.
Initiation	Teacher:	Where do you come from?
Response	Student:	Vietnam.
Feedback	Teacher:	Thank you.

Language Features

Use of 'wh' questions, e.g. What's your name?, Where do you come from?

Use of proper nouns to identify people, e.g. Vinh

Use of ellipsis typical of responses in casual conversations, e.g. Vietnam. (not I come from Vietnam.)

Use of polite closures to indicate end of exchange, e.g. Thank you.

Suggested Teaching Components

- Develop student 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, for example:
 - Make excuses/apologies, e.g. lateness/no homework
 - Ask for repetition, clarification, explanation
 - Explain absences
 - Ask permission to leave class/school early
- Negotiate the school environment, for example:
 - Find their way around school
 - Locate key areas
- Negotiate local community, e.g. purchase ticket

Suggested Themes, Topics and/or experiences

Health, weather, school/specialist rooms, local community, time, classroom, field trips, library, canteen, budgeting, 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
- Using maps request location of missing items and mark location according to response
- Ask and answer questions about photos/pictures

Sample Strategies**Teacher directed**

- Model problem situations and introduce appropriate response/request
- Walk around school/local area and label plans
- Introduce prepositions of location using relevant diagrams
- Model listening and repeating questions/answers with visual support

Joint/guided construction

- Practise questions/answers in pairs using picture card prompts
- Listen to recorded question/answer exchanges and supply correct information
- Use picture differences to identify features by direct observation or playing a barrier game
- Question and answer quiz across themes

Independent construction

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

Grammar Scope

Nouns:

Proper nouns e.g. Zoran
Common nouns e.g. student, ruler, note

Articles:

Definite the, e.g. the office
Indefinite a, an, e.g. a note

Pronouns:

Subject I, you, we etc., e.g. I missed the bus
Object him, her, us, me etc., e.g. Can you help me?
Possessives my, your, her etc., e.g. your ruler

Demonstratives:

this, that, these, those etc., e.g. That's \$6.00.

Simple conjunctions:

and, but etc. e.g. Go and get one.

Verbs:

Simple present e.g. It's the first floor. What is it?
Imperatives e.g. Go and get one.
Negation e.g. I don't understand.
Present continuous e.g. She's dancing. He's walking.

Question formation:

'wh' what, where, when, who, how many etc., e.g. Where is Room 4?
Why are you late?

Contractions e.g. Where's the staffroom?

Subject reversal e.g. Is that your book?

'do' support with no auxiliary e.g. Do you have your homework?

Modals e.g. Can I have a filled roll?

Adjectives:

e.g. first, student

Simple contractions:

that's, what's, I'm he's, she's etc.

e.g. Where's Room 4? That's \$6.00.

Text Structure and Language Features: Examples 1, 2 and 3

Text Structure - Request for goods

Opening	
Student 1:	Excuse me Zoran.
Response	
Student 2:	Yes.
Initiation	
Student 1:	Can I borrow your ruler?
Response	
Student 2:	Yes, OK.
Feedback	
Student 1:	Thanks.

Language Features

- Use of polite openings, e.g. Excuse me.
- Use of questions, e.g. Can I borrow your ruler?
- Use of ellipsis typical of responses in casual conversations, e.g. Yes. (not Yes you can borrow my ruler.)
- Use of polite closures, e.g. Thanks

Text Structure - Request for information

Opening/initiation	
Student:	Excuse me Mr. White, where's Room 4?
Response	
Teacher:	Go down the end of the corridor, (teacher gestures) then turn left. It's the first door.
Feedback	
Teacher:	OK?
Initiation	
Student:	Again please.
Response	
Teacher:	Repeats directions slowly.

Language Features

- Use of polite openings, e.g. Excuse me.
- Use of questions, e.g. Where's Room 4?
- Use of imperatives, e.g. Go down the end, turn left.
- Use of ellipsis typical of responses in casual conversations, e.g. OK? (not Is that OK?)
- Use of repetition for clarification

Text Structure - Request for information

Initiation	
Teacher:	Zoran, why are you late?
Response	
Student:	I missed the bus.
Initiation	
Teacher:	Have you got a note from the office?
Response	
Student:	No.
Initiation	
Teacher:	Well, go and get one from the office please.
Feedback	
Student:	OK.

Language Features

- Use of proper nouns for opening, e.g. Zoran
- Use of questions, e.g. Why are you late? Have you got a note?
- Use of ellipsis typical of responses in casual conversations, e.g. No. (not No, I haven't got one.)
- Use of imperatives, e.g. Go and get one.

Text Structure and Language Features: Examples 4 and 5

Text Structure - Request for goods

Opening and Sales Request

Student: Can I have a filled roll please?

Sale enquiry

Shop Assistant: Do you want a drink as well?

Sale compliance

Student: Yes please.

Sale

Shop Assistant: That's \$6.00.

Purchase

Student: (Puts down money and waits for change.)

Purchase closure

Student: (Takes food.) Thank you.

Language Features

Use of polite openings, e.g. Excuse me.

Use of questions, e.g. Can you help me?, Can I have a filled roll please?

Use of ellipsis typical of responses in casual conversations, e.g. Yes. (not Yes I have) – pointing to word, I don't understand. (not I don't understand what this word means.)

Use of polite closures, e.g. Thank you.

Text Structure - Request for information

Opening

Student: Excuse me Sir/Ms.

Response

Teacher: Yes, what is it?

Initiation

Student: Can you help me?

Response/initiation

Teacher: Yes. What's the matter?

Initiation

Student: I don't understand (points to word).

Response/initiation

Teacher: (assists student) Is that clear now?

Feedback/closure

Student: Yes Ms/Sir. Thank you.

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Express simple likes/dislikes
- Ask/answer questions in the affirmative
- Ask/answer questions in the negative

Suggested Themes, Topics and/or Experiences

Current events (gives students the chance to talk about significant local, national or world events or issues), food, health, leisure activities, school, sport, people, field trips, animals, clothing, weather, music, style, family, countries, plants

Suggested Assessment Tasks

- Hot Seat game
- Teacher/student/family interview
- Oral presentation to class

Sample Strategies**Teacher directed**

- Introduce language (I like, I love etc.) using diagrams with smiling/frowning faces
- Model language (I like, I don't like) and introduce adjectives with visual support
- Brainstorm reasons for likes/dislikes and model questions and answers with 'why' and 'because'
- Use word cards to illustrate word order in questions and answers

Joint/guided construction

- Pair interviews/class surveys
- Guessing games supported by flowchart structure to suggest alternatives, e.g. Is it big? Play games to practise questions and answers, e.g. 'Guess Who Likes...', 'Guess Who Dislikes...'
- Listen to recorded interviews and complete grids, respond to true/false questions etc.
- Play "Yes, No, On the fence" - Draw a line on the board with Yes at one end and No at the other - Introduce the topic e.g. "Keeping pets". Students come up one at a time and put a tick on the line showing how strongly they agree/disagree and then say "I think keeping pets is a good/bad idea because (1 reason). Can extend to Listening task by getting next person to repeat what previous person said then saying own reason. (Can be used as pre-writing task)

Independent construction

- Select and cut out pictures of likes and dislikes from magazines and share with classmates.
- Extend interchanges re likes/dislikes by asking for and giving reasons
- Conduct interviews and report on responses
- Play 'Hotseat Game' (student sits in middle of classroom and responds to questions re likes/dislikes)

Grammar Scope

Nouns:

Proper nouns e.g. Hornby, Saturday

Common nouns e.g. soccer, basketball

Prepositions:

Of place in, on etc., e.g. in Hornby

Of time and date in, at, after, before etc., e.g. after school, on Saturday

Articles:

Definite the, e.g. the weekend

Pronouns:

Subject I, you, we etc., e.g. I like basketball too.

Object him, her, us, them etc., e.g. I'm going shopping with them.

Possessives my, your, her etc., e.g. my family

Verbs:

Simple present e.g. I like basketball

Commonly used past tense verbs did, watched, went etc., e.g. I watched videos

Demonstratives this, that, these, those etc., e.g. This is my favourite sport. That's my favourite colour.

Conjunctions and connectives:

Coordinating conjunctions and, e.g. This is my best friend and that's his brother.

Subordinating conjunctions:

reason I don't like it because it's not fun.

contrast I like blue but red's nice too.

Question formation:

'wh' what, where, when, who, how many etc.,
e.g. What sport do you play?

Subject reversal e.g. Is volleyball your favourite sport?

Tag questions e.g. You like sport don't you?

Negation:

e.g. I don't like swimming.

Short answer form:

e.g. Yes I do. No I don't. Yes she is. No she isn't.

Adjectives:

e.g. next, scared

Simple contractions:

what's, I'm, he's, she's, e.g. What's your name?

Text Structure and Language Features: Examples 1 and 2

Text Structure - Request for information

Initiation	Teacher:	Do you play sport at the weekend or after school?
Response	Student:	Yes Ms.
Initiation	Teacher:	What sport do you play?
Response	Student:	Soccer.
Initiation	Teacher:	Do you like soccer best?
Response/inform	Student:	Yes but I like basketball too.

Language Features

- Use of questions, e.g. Do you play sport? What sport do you play?
- Use of verbal contractions, eg. I'm
- Use of ellipsis typical of responses in casual conversations, e.g. Soccer. (not I play soccer.)
- Use of simple conjunctions, e.g. but

Text Structure - Request for information

Opening/initiation	Teacher:	Maria, are you going to swim school next week?
Response	Student:	Yes Ms.
Initiation	Teacher:	Do you like to swim? (swimming)?
Response	Student:	No I'm scared.
Initiation	Teacher:	Don't worry. It'll be OK. You'll learn a lot.

Text Structure and Language Features: Examples 3 and 4

Text Structure - Request for information

Opening/initiation

Teacher: Boris, what are you doing on Saturday?

Response

Student: I'm going shopping with my family.

Initiation

Teacher: Where are you going?

Response

Student: Hornby Ms.

Initiation

Teacher: Do you like to shop there?

Response/feedback

Student: Yes, it's cheap.

Language Features

Use of questions, e.g. What are you doing?, Where are you going?

Use of verbal nouns and/or infinitive forms after 'like', e.g. shopping, to shop

Use of ellipsis typical of responses in casual conversations, e.g. Yes. (not Yes I do.) Hornby. (not I'm going to Hornby.)

Text Structure - Request for information

Opening/initiation

Teacher: Hue, what did you do in the holidays?

Response

Student: I watched videos Ms.

Initiation

Teacher: What's your favourite kind?

Response

Student: Lots of fighting Ms.

Initiation

Teacher: Do you mean action? (teacher gestures).

Response/feedback

Student: Yes Ms, action Ms.

Language Features

Use of questions, e.g. What did you do in the holidays?, What's your favourite?

Use of past tense, e.g. I watched videos.

Use of ellipsis typical of responses in casual conversations, e.g. Lots of fighting Ms. (not I like lots of fighting Ms.)

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Respond to tone of voice with/or without support from gesture
- Recognise and understand familiar words in spoken text, e.g. own name read from a list, colours, numbers etc.
- Respond to key words in a range of common spoken instructions
- Identify key points of information with or without visual support and gesture

Suggested Themes, Topics and/or experiences

Curriculum topics (science, technology, sports, art equipment), self, family, weather, shopping, canteen, geometry, living things, field trips, budgeting, sport skills, songs, friends, leisure activities

Suggested Assessment Tasks

- Fill in a matrix
- Complete an oral Say it
- Add a detail in a group report

Sample Strategies**Teacher directed**

- Model listening activities using recorded texts and visual prompts, e.g. present task, listen to recording, pause after required information – elicit correct response
- Model recording of information
- Model tracking of recorded descriptions of pictures/big books etc.
- Listen to recording and identify text form, e.g. weather, advertisement etc.

Joint/guided construction

- Answer multiple choice questions from recorded texts
- Listen and draw or alter pictures, geometrical shapes, numbers, alphabet etc.
- Listen to texts and choose correct item from a set of alternatives
- Select correct pictures from sequences of familiar procedures incorporating key words from common spoken instructions
- Play games, e.g. Guess Who. Guess What. (Describe a person or object and partner guesses what is being described – one good source of these things are junk mail catalogues – can be cut out, students select one and describe aspects of it (size, shape, colour, texture, purpose etc without naming the item)

Independent construction

- Answer questions relating to specific detail, e.g. recorded texts, pairwork, barrier games
- Listen to texts to complete maps/forms/timetables/matrices etc.
- Listen to recordings and choose emotion (picture choice) corresponding to speaker
- Negotiate a maze/path on a map from oral instructions

Grammar Scope

Nouns:

Proper nouns e.g. Biljana, Sir
Common nouns e.g. temperature, trees

Prepositions:

Of place for, in, on etc., e.g. for Wellington

Articles:

Definite the, e.g. the weather
Indefinite a, an, e.g. a tape

Pronouns:

Subject I, you, we etc., e.g. We are going to listen.
Object me, them, us etc., e.g. Get me some more photocopies.
Possessives my, your, her etc., e.g. your worksheet, your name

Conjunctions and

connectives: and, but, because etc., e.g. There's a blue car and lots of trees.
Time and sequence markers after that, first, then etc., e.g. After that listen for the weather.

Adjectives: e.g. blue, fine, cloudy, rainy

Adverbs: carefully, e.g. Listen carefully.

Verbs:

Commonly used
past tense verbs: Did, watched, went etc., e.g. Did you finish this one at home?
Simple present: e.g. There are two people. What colour is the car?

Empty subject (there/it) + existential 'be' + noun:

e.g. There are two cars. There's a blue car.
she's, there's, that's etc., e.g. That's right. There's a blue car.

Simple contractions:

Imperatives: e.g. Go to the office. Get me some photocopies.

Negation: e.g. No, not that one.

Question formation:

'wh' what, where, who, how many etc., e.g. What can you see?

Short answer forms: e.g. Yes there are. No there aren't.

Negation: e.g. No, not that one.

Subject reversal e.g. Are there two or three people?

'do' support
when no auxiliary e.g. Did you finish it at home?

Short answer forms: e.g. Yes there are. No there aren't.

Text Structure and Language Features: Examples 1 and 2

Text Structure - Request for goods

Initiation
Teacher: Biljana?
Response
Student: Yes Sir?
Initiation
Teacher: Go to the office and get me some more photocopies please.
Response/initiation
Student: How many Sir?
Response
Teacher: Um, two please.

Language Features

Use of proper nouns to identify people, e.g. Biljana

Use of 'wh' questions, e.g. How many Sir?

Use of ellipsis typical of responses in casual conversations, e.g. Two please. (not Get two please.)

Use of imperatives, e.g. Go to the office.

Text Structure - Request for information

Opening/initiation
Teacher: OK everyone, let's have a look at this. What can you see?
Response
Students: (call out) People, car, tree, etc.
Initiation
Teacher: Yes there are people, there's a blue car and lots of trees. Now how many people?
Response
Student: Two Ms.
Initiation
Teacher: And what colour is the car?
Response
Student: Blue, Ms.
Initiation
Teacher: Very good.

Language Features

Use of opening to gain attention, e.g. OK everyone

Use of questions, e.g. What can you see?
How many people?

Use of ellipsis typical of responses in casual conversations, e.g. People. Car. Tree. (not I can see people.)

Use of expressions to give positive/negative feedback, e.g. Very good.

Text Structure and Language Features: Examples 3 and 4

Text Structure - Request for action/information

Opening/initiation	
Teacher:	Right everyone, take out this worksheet. (Teacher displays worksheet.)
Feedback/initiation	
	(Students take out correct worksheet.)
Initiation	
Teacher:	Can you see Question 3? Did you finish it at home?
Response	
Students:	Yes, Ms.
Feedback	
Teacher:	Good. That's great.

Language Features

- Use of opening to gain attention, e.g. Right everyone
- Use of questions, e.g. Can you see Question 3?, Did you finish it at home?
- Use of ellipsis typical of responses in casual conversation, e.g. Yes, Ms. (not Yes we did Ms.)
- Use of expressions for positive/negative feedback, e.g. Good. That's great.

Text Structure - Request for action/information

Initiation	
Teacher:	Now we're going to listen to a recording of the weather. Look at the worksheet. First, write down the temperature for Auckland, Wellington and Christchurch. (Teacher repeats instructions.)
Inform	
Recording:	(Weather report recording is played.)
Response	
	(Students respond by writing down the temperatures.)
Initiation	
Teacher:	After that, listen for the weather. Will it be fine, rainy or cloudy in Wellington today? Circle the correct picture on your worksheet.
Feedback	
	(Teacher repeats instructions with visual/gesture support.)
Inform	
Recording:	(Weather report played giving appropriate information.)
Response	
	(Students respond by circling the appropriate picture.)

Language Features

- Use of imperatives, e.g. Look at the worksheet. Write down the temperature.
- Use of adjectives, e.g. fine, rainy, cloudy
- Use of proper nouns to identify locations, e.g. Wellington, Christchurch
- Use of numerals, e.g. 28°C, 32°C
- Use of technical language, e.g. degrees Celsius

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to events from a simple recount
- Give a simple recount
- Follow the text structure and language features of a simple recount

Suggested Themes, Topics and/or experiences

Field trips, family, shopping, festivals/holidays, letters, journal, my life, local environment, time, dates, seasons, experiments, accidents

Suggested Assessment Tasks

- Listen to a recount and number pictures accordingly
- Answer comprehension questions relating to people, events etc.
- Tell a simple recount, e.g. 'My Morning', 'My Weekend' etc.
- Oral and written cloze activities

Sample Strategies**Teacher directed**

- Introduce time words and past tense verbs using calendars, clocks etc. to illustrate change from present to past tense
- Go for a walk, stop after each event and say what happened
- Tell a recount using sequenced pictures
- Use picture supported recount and group photos/drawings to introduce text structure, e.g. class booklet produced from school trip, a news photo of an event

Joint/guided construction

- Identify pictures corresponding to action verbs
- Sequence pictures from an oral recount
- Label picture sequences with time markers
- Question students about what time events occurred to cue retelling of events

Independent construction

- Listen to a recount and number pictures accordingly
- Answer comprehension questions relating to people, events etc.
- Retell events from a trip or news event in correct sequence, using photos
- Tell class about weekend activities
- Listen to recount and complete cloze activities

Grammar Scope

Nouns:

- Proper nouns e.g. Friday, Saturday
- Common nouns e.g. house, presents, train

Prepositions:

- Of place in, on, to etc., e.g. to the city
- Of time and date in, at, after, before, on etc., e.g. after dinner, on Friday

Articles:

- Definite the, e.g. the city
- Indefinite a, an, e.g. a field trip

Pronouns:

- Subject I, you, we etc., e.g. We went to the city.
- Possessives our, my, your, her etc., e.g. our class, my birthday

Connectives and conjunctions:

- Conjunctions and, but etc., e.g. I got some presents and then we went home.
- Time and sequence markers first, then, next, after, that etc., e.g. After that we went home by boat.

Question formation:

- 'wh' what, where, when, who, how many, e.g. Where was the field trip to?
- Subject reversal e.g. Was it on Friday?
- 'do' support
- with no auxiliary e.g. Did you go by train?

Short answer forms:

e.g. Yes, I did. No, I didn't. Yes, she was. No, she wasn't.

Adjectives:

good, birthday, chocolate etc., e.g. It was a good field trip.

Commonly used past tense verbs:

Went, had, ate, played etc., e.g. We went on a field trip.

Contractions:

where's, what's, I'm, he's, she's etc., e.g.

Negation:

e.g. I didn't go by train.

Text Structure and Language Features: Example 1



Text Structure - Recount

Orientation

Events

Re-orientation

Evaluation

FIELD TRIP TO THE CITY

Last Friday our class went on a field trip.

We went to the city.

We saw lots of traffic.

We had lunch in the park, then we visited the museum. We studied the dinosaur display .

After that we went home by train.

It was a good field trip.

Language Features

Use of sentences

Use of action verbs e.g. went, had

Use of nouns to name people, places, things e.g. lunch, our class

Use of past tense, e.g. went, had, was

Use of adverbial phrases, e.g. by train, to the city

Text Structure and Language Features: Example 2



Text Structure - Recount

MY BIRTHDAY

Orientation

On Saturday night my family and I went to my uncle's house. It was my birthday.

Events

We ate falafel and lamb souvlaki. Then we had chocolate birthday cake.

Re-orientation

After dinner I got some birthday presents and then we went home.

Language Features

Use of sentences

Use of action verbs, e.g. went, ate, got

Use of nouns to name people, places, things, e.g. house, falafel, presents

Use of past tense, e.g. went, was, had

Use of adverbial phrases, e.g. to my uncle's house, on Saturday night.

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

Grammar Scope

Nouns:

Proper nouns e.g. Mandarin

Common nouns e.g. bike, holder

Adjectives:

e.g. metal, bright

Prepositions:

Of place in, on, at, up etc., e.g. at the back, up the steep hills

Of purpose in, at, after, for etc., e.g. for my school bag

Articles:

Definite the, e.g. the weekend

Indefinite a, e.g. a leather cover

Pronouns:

Subject I, you, we, it etc., e.g. he also speaks a little English, it's much faster

Possessives my, your, her etc., e.g. my bike

Demonstratives:

this, that, these, those etc., e.g. This bike's better

Conjunctions:

of addition and, e.g. There's a mirror on each side and a light at the front..

of reason It's better than my old bike because it has more gears

Simple present:

e.g. The seat has a leather cover, Mike speaks Mandarin.

Negation:

e.g. He is not tall.

Question formation:

'wh' what, where, when, who, how many etc.,

e.g. Where do you ride your bike?

Subject reversal e.g. Is Mike from China or Korea?

Tag questions e.g. He likes chicken, doesn't he?

Negation:

e.g. He doesn't like chicken.

Short answer form:

e.g. Yes I do. No I don't. Yes she is. No she isn't.

Simple contractions:

what's, I'm, he's, she's, e.g. It's much faster.

Text Structure and Language Features: Example 1

Text structure - Description

Introduction - identifies and classifies

Description

Evaluation (optional)

MY BIKE

My bike's a mountain bike. It has a bright red frame and black handlebars. There's a mirror on each side and a light at the front for night time.

There are 12 gears on my bike so it's easy to ride up the steep hills. The seat has a leather cover.

There's a metal holder on the back for a water bottle and a carrier for my school bag.

This bike's better than my old bike because it has more gears and it's much faster.

Language Features

Use of timeless present typical of descriptions of objects

Use of relating verbs to link qualities of object to the object e.g. It has a leather cover

Use of verbal contractions as a feature of oral language e.g. it's, (it is) bike's (bike is)

Use of prepositional phrases to show where things are and what they are for e.g. on the back, for night time

Use of empty subject e.g. there is

Use of adjectives to describe e.g. bright, red, leather, including comparatives e.g. better, faster

Use of statements to give information e.g. My bike's a mountain bike.

Text Structure and Language Features: Example 2

Note: This is an extended student response.

Text Structure - Description

Introduction

The person sitting next to me is Mike. He lives in Palmerston North and he comes from China.

Mike speaks Mandarin and he also speaks a little English.

Description

Mike has straight hair. His hair is short and black. His eyes are brown and his face is oval. He is not tall.

His favourite food is McDonald's. He doesn't like chicken. His favourite colour is yellow.

Language Features

Use of describing adjectives, e.g. straight, short, black

Use of relating verbs, e.g. is, has, are

Use of simple conjunctions, e.g. and

Use of negatives to build description, e.g. he doesn't like chicken, he is not tall

Use of adverbial phrases, e.g. next to me, in Palmerston North

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to a simple information report on a familiar topic
- Give a simple information report
- Follow the text structure and language features of a simple information report

Suggested Themes, Topics and/or experiences

Animals, houses, plants, countries, matter, food chains, cities, local area, matter, environment, landmarks,

Suggested Assessment Tasks

- Choose one picture of an object/animal from a group of pre-taught items and give a short information report
- 'Who am I?' game

Sample Strategies**Teacher directed**

- Use picture cues/visual stimulus to build up field knowledge
- Practise 'wh' questions
- Deconstruct text explaining meaning of common headings, e.g. classification, description, appearance, behaviour, habitat etc.
- Point out difference between a description of, e.g. 'My Cat' and a scientific report about, e.g. 'Cheetahs'
- Model language features appropriate to generic structure

Joint/guided construction

- Construct semantic maps using pre-taught headings
- Respond to and ask 'wh' questions in groups/pairs using pictures
- Classify a range of objects/pictures according to differences or similarities
- Play guessing games, e.g. '20 questions', 'blindfold game' (Students are either blindfolded and describe an object or shut their eyes and choose an object from a blindbox and describe it.)

Independent construction

- Choose an animal/object and give a short prepared report
- Listen to report and fill in matrix under appropriate headings
- Ask and respond to 'wh' questions to elicit information, e.g. barrier games using picture stimuli

Grammar Scope

Nouns:

- Proper nouns e.g. Afghanistan, Kabul, New Zealand
- Common nouns e.g. teeth
- Plural e.g. insects
- Countable and uncountable (depending on context) e.g. skin (uncountable) islands (countable)

Note - tuatara is the singular and plural form - it is a Māori word, so it does not have an "s" for the plural

Prepositions:

- Of place in, on etc., e.g. under the ground, in Asia
- Of time e.g. at night

Articles:

- Definite the, e.g. the capital
- Indefinite a, e.g. a nice city
- Zero (no) article with uncountable nouns

Pronouns:

- Subject they, it etc., e.g. They eat insects.
- Possessives its, their etc., e.g. Their claws are long.

Demonstratives:

this, that, these, those, e.g. This is a reptile. That's the capital.

Connectives and conjunctions:

and, but, or, because etc., e.g. They eat small mammals, and birds' eggs.

Verbs:

- Present tense To be and to have, e.g. They are reptiles. They have hard scaly skin.
- Simple present of other verbs related to topic e.g. They live in burrows.

Negation:

e.g. It doesn't live in the water.

Question formation:

- 'wh' What, where, when, who, how many etc., e.g. What does it look like? How many legs does it have?
- Subject reversal e.g. Is it a mammal?
- 'do' support with no auxiliary e.g. Does it have fur?

Adjectives:

big, small, long, native etc., e.g. They are native New Zealand animals.

Simple contractions:

what's, I'm, he's, she's etc., e.g. What's the capital?

Text Structure and Language Features: Example 1



Text Structure - Description

General Statement - identifies and classifies the subject

Description

AFGHANISTAN

Afghanistan is a Muslim country.

It is in the Northern Hemisphere, in Asia. The capital of Afghanistan is Kabul. It is a big city.

Many of the buildings have been damaged by war.

Language Features

Use of timeless present, typical of scientific writing

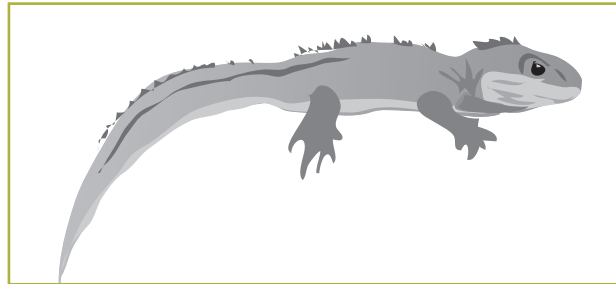
Use of adjectives to describe, e.g. Muslim, Northern, nice

Use of statements to give information (all sentences in the text are statements)

Use of relating verbs, e.g. is

Use of adverbial phrases, e.g. in Asia

Text Structure and Language Features: Example 2



Text Structure - Description

General Statement - identifies and classifies

Description - includes appearance, food, habitat etc.

TUATARA

Tuatara are reptiles. They are native New Zealand animals. Tuatara are only found on some small New Zealand islands.

They have hard scaly skin for protection, and sharp teeth. They eat insects, small mammals and birds' eggs. They live in burrows, which are holes under the ground. They are active at night. Tuatara can live up to 100 years.

Language Features

Use of timeless present typical of scientific writing

Use of adjectives to describe, e.g. hard, scaly, sharp, active

Use of statements to give information (all sentences in the text are statements)

Use of action verbs, e.g. eat, live

Use of relating verbs to link parts of the body to the tuatara, e.g. They have hard scaly skin and sharp teeth.

Use of adverbial phrases, e.g. up to 100 years, in burrows, for protection

Use of detailed noun groups to build up description e.g. some small New Zealand islands; insects, small mammals, and birds' eggs

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to a simple procedure
- Retell a simple procedure
- Follow the text structure and language features of a simple procedure

Suggested Themes, Topics and/or experiences

Cooking, following instructions, sports, leisure activities, school, crafts, model making, experiments, artwork, computer literacy, map reading, First Aid, health and safety

Suggested Assessment Tasks

- Number pictures not previously used while listening to a procedure
- Retell a procedure given a set of sequenced pictures not previously used
- Group oral report at end of experiment
- Demonstrate a First Aid or safety procedure

Sample Strategies**Teacher directed**

- Make items, e.g. cooking/craft activity and model generic structure by retelling procedure
- Use a set of sequenced pictures to tell a procedure and elicit a title, e.g. 'Washing your hands'
- Use physical props to teach prepositional phrases
- Use mime and gesture to model imperative verbs

Joint/guided construction

- Respond physically to instructions with appropriate mime/gestures
- Sequence pictures from a familiar procedure and then use to prompt instructions
- Use cue cards with initial imperatives to practise giving instructions
- Use cue cards to instruct partners to perform actions

Independent construction

- Number pictures while listening to a procedure
- Explain a missing step from a picture sequence, with a step left out (blank picture)
- Retell a procedure given a set of sequenced pictures
- Listen to a procedure and choose the appropriate title
- Take turns to orient new students to school routines, e.g. order at canteen, set up exercise books correctly

Grammar Scope

Nouns:

Common nouns e.g. water, cup, teabag

Prepositions:

Of place in, on etc., e.g. in jug, on tripod

Of time and date in, at, after, before etc., e.g. after 6 minutes

Articles:

Definite the, e.g. the mat

Indefinite a, e.g. a cup

Pronouns:

Possessives my, your, her etc., e.g. your recipe, my instructions

Demonstratives:

this, that, these, those, e.g. This is the recipe. That's the experiment.

Simple conjunctions:

and etc., e.g. Turn on gas and light burner.

Imperatives:

take, put, boil, add etc., e.g. Put the teabag in the cup.

Negation:

e.g. Don't turn on the gas.

Question formation:

'wh' what, where, when, who, how many etc., e.g. What do you do first?

When do you turn on the gas?

Subject reversal e.g. Is the temperature higher?

'do' support

with no auxiliary

e.g. Does the water boil?

Modal 'can'

e.g. Can you hear the dial tone?

Adjectives:

big, small, long, round etc., e.g. Take a big bowl.

Quantifiers:

very, some etc., e.g. very hot, some water

Sequence markers:

first, then, next etc., e.g. First put water in the jug.

Adverbs:

quietly, carefully, slowly, well etc., e.g. Watch carefully,

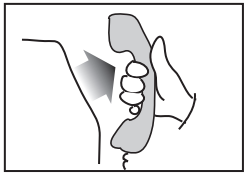
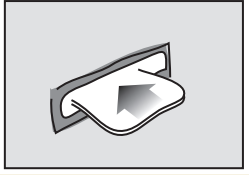

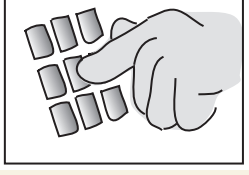

Walk in quietly.

Simple contractions:

what's, I'm, he's, she's etc., e.g. What's the first step?

Text Structure and Language Features: Examples 1 and 2

Text Structure - Instructions

Goal or aim	Example 1 HOW TO USE A PHONE CARD	
Materials and equipment (optional)	1. Lift receiver.	
Steps to accomplish goal	2. Insert card.	
	3. Listen for dial tone.	
	4. Dial number.	
	5. Talk.	

Language Features

Use of nouns and noun groups, e.g. card, dial tone

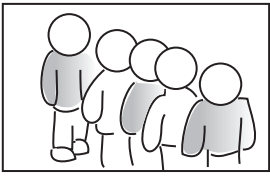
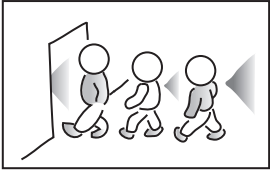
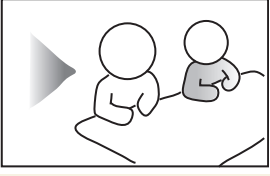

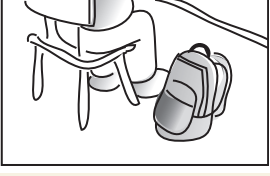
Use of commands, e.g. listen, talk, lift

Use of adverbial phrases, e.g. for dial tone

Use of action verbs, e.g. insert, lift, dial

Use of sequencing system to order method, e.g. 1, 2, 3

Text Structure - Instructions

Goal or aim	Example 2 HOW TO ENTER THE CLASSROOM	
Materials and equipment (optional)	1. Line up.	
Steps to accomplish goal	2. Walk in quietly.	
	3. Sit down quietly.	
	4. Take out your books and pens.	
	5. Put your bag on the floor.	

Language Features

Use of nouns, e.g. books, pens

Use of commands, e.g. line up, walk, sit down

Use of adverbs to say how to carry out the action, e.g. quietly

Use of action verbs, e.g. sit down, walk

Use of sequencing system to order method, e.g. 1, 2, 3






Text Structure and Language Features: Example 3

Text Structure - Procedure

Goal or aim

Materials/equipment

Steps to accomplish goal

TO MAKE BLACK TEA WITH A TEA BAG	
<p>Materials/equipment: teabag, boiling water, jug, cup</p>	<p>1. Put water in jug.</p> 
<p>2. Boil water.</p> 	<p>3. Put cup on table.</p> 
<p>4. Put teabag in cup.</p> 	<p>5. Pour boiling water into cup.</p> 
<p>6. Leave teabag for 30 seconds.</p> 	<p>7. Take out teabag.</p> 

Language Features

Use of nouns, e.g. jug, water, teabag

Use of commands, e.g. put, pour, leave

Use of adverbial phrases, e.g. into cup, for 30 seconds

Use of action verbs, e.g. take out, pour



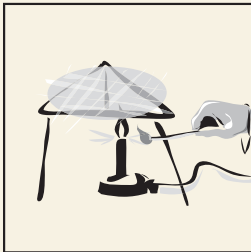


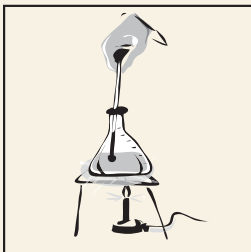
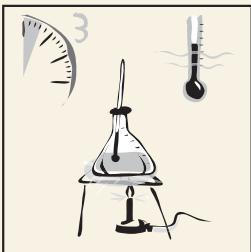
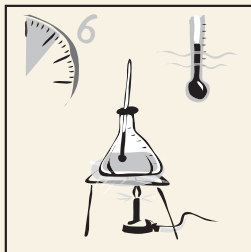
Use of sequencing system to order method, e.g. 1, 2, 3

Text Structure and Language Features: Example 4

Text Structure - Procedure
Goal or aim

Materials/equipment

Steps to accomplish goal

<p>Note: This is an extended student response.</p> <p>TO FIND OUT WHAT HAPPENS TO THE TEMPERATURE OF WATER WHEN IT IS HEATED</p>		
<p>Equipment/apparatus:</p> <p>flask, mat, Bunsen burner, thermometer, tripod, water</p>	<p>1. Put mat on tripod</p> 	<p>2. Put Bunsen burner under tripod</p> 
<p>3. Turn on gas and light burner.</p> 	<p>4. Fill flask with water.</p> 	<p>5. Put flask on tripod.</p> 
<p>6. Put thermometer in flask.</p> 	<p>7. Measure temperature after 3 minutes.</p> 	<p>8. Measure temperature after 6 minutes.</p> 

Language Features

Use of nouns to name apparatus, e.g. flask, mat, Bunsen burner

Use of commands, e.g. put, turn on, fill, measure

Use of adverbial phrases, e.g. under tripod, with water, in flask, after 3 minutes

Use of action verbs, e.g. measure, fill, put

Use of sequencing system to order method, e.g. 1, 2, 3,

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to a simple narrative, e.g. short stories, picture books, graded readers
- Follow the text structure and language features of a simple narrative

(Note: Narratives can be fictional or factual and can be literary or non-literary)

Suggested Themes, Topics and/or experiences

Myths/legends, films, fables, literature themes, plays, songs, events which involve a problem and resolution

Suggested Assessment Tasks

- Listen to a narrative without pictures then correctly sequence pictures, or identify which stage is missing from a picture sequence.
- Teacher/student interview using 'wh' questions
- Listen to a narrative (in recorded form) with a missing stage and explain to a partner what is missing.

Sample Strategies**Teacher directed**

- Use picture cues to elicit/build field knowledge and to model emotive and descriptive language
- Read simple narratives to introduce generic structure with visual prompts/picture support
- Model 'wh' questions/answers and link to relevant text structure
- Listen to a number of narratives to focus attention on the complication or orientation in each

Joint/guided construction

- Identify a character from a spoken text, e.g. 'Who said/did that?'
- Use picture sequence to retell a narrative, in pairs
- Add/replace adjectives, adverbs and verbs to expand descriptions of people, places, events
- Respond to a variety of comprehension questions

Independent construction

- Listen to a narrative and sequence pictures of events
- Listen to sections of a narrative and correctly identify each stage
- Teacher/student interview using 'wh' questions
- Use picture books to locate text structure stages
- Role play a narrative and identify stages

Grammar Scope

Nouns:

Proper nouns e.g. Sahar, Samira
 Common nouns e.g. wind, sun, house

Prepositions:

Of place in, on etc., e.g. in the garden, on the corner

Articles:

Definite the, e.g. the garden
 Indefinite a, e.g. a man

Pronouns:

Subject I, you, we etc., e.g. I'll show you
 Object him, her, us, you etc., e.g. I'll show you
 Possessives my, your, her etc., e.g. She meets her friends.

Simple conjunctions:

and, but, because, when etc., e.g. Then the sun came out and it was very hot.

Verbs:

Simple past e.g. had, took off, held
 Past continuous e.g. Samira was walking.
 Imperatives e.g. "Go inside and prove it."

Negation:

e.g. 'You're not a ghost are you?'

Question formation:

'wh' What, where, when, who, how many etc., e.g. Where is the man walking? Who's in the story?

Subject reversal e.g. Is this a good book?

'do' support e.g. Do you like the characters?

with no auxiliary e.g. Can the wind get the man's coat off?

Modal 'can' what's, I'm, he's, she's, e.g. What's your name?

Simple contractions:

Adjectives: e.g. old, haunted, front, harder

Quantifiers: very, some etc., e.g. very hot

Sequence markers: first, then, next etc., e.g. then they saw a man

Direct and reported speech: e.g. He said he was happy. 'Okay then I'll show you,' she answered.

Saying thinking and opinion verbs:

e.g. Did you like the story? I thought it was good.

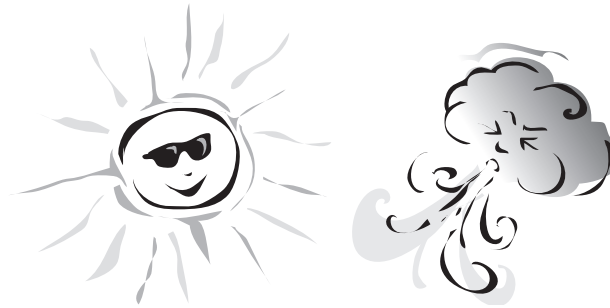
Short answers:

e.g. Yes I did. No I didn't.

Adverbs:

e.g. quietly, tightly

Text Structure and Language Features: Example 1



Text Structure - Narrative (fictional)

Orientation - includes main characters

Complication

Resolution

Coda

THE WIND AND THE SUN

The wind and the sun had an argument about who was stronger.

Then they saw a man walking in the park.

They said that the stronger one could get the man's coat off. The wind blew harder and harder but the man held onto his hat and coat tightly. Then the sun came out and it was very hot.

The man took off his hat and coat.

"You see," said the sun, "persuasion is better than force."

Language Features

Use of past tense verbs, e.g. was, saw, blew

Use of nouns to name people, places, things, e.g. wind, sun, park

Use of adverbial phrases, e.g. in the park

Use of action verbs, e.g. blew, held, took off

Use of adverbs, e.g. tightly

Use of comparative adjectives, e.g. stronger, harder

Use of saying verbs, e.g. They said

Use of sequencing words, e.g. then

Use of simple conjunctions, e.g. but, and

Use of pronouns, e.g. who was stronger

Text Structure and Language Features: Example 2



Text Structure - Fictional narrative

HAUNTED HOUSE?

Language Features

Orientation

One day a girl named Samira walked home from school. She met her friends Yen, Lin and Sahar.

Use of action verbs, e.g. met, went, stayed, watched

Complication

They told her the old house on the corner of the street was haunted. She said "No, it's not. There are no ghosts!" Her friends said, "If there are no ghosts then go inside and prove it." "Okay then, I'll show you. I'm not scared!" she answered. Samira's friends stayed outside in the garden and watched.

Use of saying verbs, e.g. said, answered

Use of direct speech, e.g. "Are you alright?"

Use of word families to build information, e.g. ghosts, haunted, scared

Samira went up to the front door. She knocked – quietly at first, then louder. The door opened suddenly. Samira fell through the open door and screamed loudly. She looked up and saw a white haired old lady. Samira was very scared. The woman came closer. "Are you alright?" she asked.

Use of time sequencers, e.g. then louder

Use of adverbs, e.g. suddenly, quietly

Use of adjectives, e.g. old, haunted, scared

Resolution

Samira smiled and said "You're not a ghost are you?" Samira turned to show her friends but when they looked back at the house, no one was there.

Use of adverbial phrases, e.g. from school, up to the door

English Language Intensive Programme
Primary Resource

Stage 1

Reading, Understanding and Responding

Suggested Teaching Components

- Identify and say basic sound/letter correspondences, for example:
 - initial consonants, e.g. 'p', 'b', 'd',
 - common clusters, e.g. 'cl', 'fr', 'ch'
 - diphthongs, e.g. 'ay'
- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Hold book/worksheet the right way and turn pages from front to back
- Locate beginning and end of a book
- Identify and say letters of alphabet in and out of sequence
- Identify numerals and ordinals in context of date and time
- Locate letters, words, lines, headings etc.
- Use computer programmes to practise confirming sound letter/cluster correspondences

Suggested Themes, Topics and/or experiences

Early phase factual readers on all curriculum topics, reading back dictated self-generated text, (written down by teacher, based on language experience approach), calendars, captions on pictures library sections, personal dictionary, colour wheel, graphs, ID cards, numbers, lab safety, signs, First Aid instructions

Suggested Assessment Tasks

- Listen to text, track and circle words, headings, paragraphs etc.
 - Put lists of words in alphabetical order
- (Many of the teaching and learning strategies can be adapted for assessments.)

Sample Strategies**Teacher directed**

- Model elements of fiction and non-fiction books, e.g. title, contents, index, pages, mathematical symbols etc.
- Model different elements of text, e. g. full stops, letters, words, lines, paragraphs, poems etc.
- Display date, alphabet
- Read along with a teacher, focus on reading in chunks.

Joint/guided construction

- Say, sing, sequence alphabet (chorus, individual, flash cards etc.)
- Listen to audio text while tracking written text
- Develop and display word banks using wall charts (can be colour coded for word functions)
- Word games to identify, spell and put in alphabetical order, e. g. Hangman, Find the 5 letter words etc.

Independent construction

- Matching written dates with numerical forms
- Match cut up sentences to original text, words, phrases
- Sequence a short text cut up into headings, lines etc.
- Develop sight vocabulary using picture crosswords, Scrabble, word shapes, Bingo etc.

Grammar Scope

Nouns:

Common nouns e.g. book, cover, author, illustrator

Prepositions:

Of place in, on, to etc., e.g. to page 1, on the cover

Articles:

Definite the, e.g. the cover

Indefinite a, etc., e.g. a book

Pronouns:

Subject I, you, we etc., e.g. We are going to listen

Object it, me, them, us etc., e.g. Point to it.

Possessives my, your, her etc., e.g. your worksheet, your name

Demonstratives:

this, that, these, those etc., e.g. Take out this book, not that one.

Simple connectives:

of addition,
contrast or reason and, but, because etc., e.g. There's a blue car and lots of trees.

Verbs:

Simple present e.g. There are two people. What colour is the car?

Negatives e.g. No, not that one.

Question formation:

'wh' What, where, who, how many etc., e.g. What can you see?

Subject reversal e.g. Are there two or three people?

'do' support
with no auxiliary Do you see the author's name?

Short answer forms:

e.g. Yes there are, No there aren't

Adjectives:

e.g. blue, fine, cloudy, rainy

Adverbs:

carefully etc., e.g. look carefully

Simple contractions:

she's, there's, that's etc., e.g. That's right. There's a blue car.

Empty subject (there/it) +existential 'be' +noun:

e.g. There are two people. There's a blue car.

Numerals:

e.g. page one

Ordinals:

e.g. the first page

Suggested Teaching Components

- Identify and say basic sound/letter correspondences, for example:
 - initial consonants, e.g. 'p', 'b', 'd',
 - common clusters, e.g. 'cl', 'fr', 'ch'
 - diphthongs, e.g. 'ay'
- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a simple recount
- Repeat/read a simple modelled recount
- Understand and respond to events from a simple recount
- Follow the text structure and language features of a simple recount
- Use computer programmes to practise confirming sound letter/cluster correspondences

Suggested Themes, Topics and/or Experiences

New Zealand and world history, family and home events, recent news events, sporting and cultural school events, local events, accidents

Suggested Assessment Tasks

- Match the picture/person/object to the written recount
- Cloze exercises as above
- Draw pictures based on written recounts
- Sequence events
- Match different verbs with the subjects e.g. Hongi Hika, fought, died we (family) cooked, cleaned, ate
- Retell the recount to a partner who checks off the main events.

Sample Strategies**Teacher directed**

- Model pronunciation, intonation, rhythm and stress through teacher read, reading with teacher etc. paying attention to phonics
- Build field/topic knowledge using picture cues
- Model cueing beginning and end of sentences
- Demonstrate text structure using visual prompts

Joint/guided construction

- Read jointly written recounts of class activity
- Sequence events using time line, story map etc.
- Play games, e.g. barrier, clozes of verb phrases or temporal markers etc.
- Match written text to photos/pictures
- Oral questioning to check comprehension

Independent construction

- Follow recorded reading
- Sequence cut up recount into its generic structure
- Unscramble sentences from a familiar recount
- Answer true/false, yes/no, 'wh' and multiple choice questions and simple 3 level guides
- Match beginning to end of sentences
- Punctuate recount

Grammar Scope

Responding to recount

Nouns:

Proper nouns	e.g. England, Whangaroa
Common nouns	e.g. people

Prepositions:

Of place	in, on, etc., e.g. in Northland
Of time and date	in, at, after, before, on etc., e.g. in 1837, at 4 o'clock

Articles:

Definite	the, e.g. the cooking
Indefinite	a, an, e.g. a gunshot

Pronouns:

Subject	I, you, we etc., e.g. I did not come to school
Object	him, her, them, us etc., e.g. would help them win battles
Possessives	my, your, her etc., e.g. my grandparents, his tribe

Simple connectives:

conjunctions	addition, contrast, and, but, etc., e.g. first, then, next, last etc., e.g. Finally, in 1828
Time and sequence:	First I helped her.

Question formation:

'wh'	What, where, why, who, how many etc., e.g. Why didn't you come to school?
Subject reversal	e.g. Was it on Friday?
'do' support with no auxiliary	e.g. Did you stay at home?

Negation:

e.g. I did not come to school.

Short answer forms:

e.g. Yes, I did. No, I didn't. Yes, she was. No she wasn't.

Adjectives:

e.g. great, early, famous

Past tense verbs:

e.g. fought, got up, was shot, helped, did not come

Punctuation:

e.g. question marks, upper/lower case, full stops, commas,
paragraphs

Simple contractions:

what's, I'm, he's, she's etc., e.g. What's the warrior's name?

Text Structure and Language Features: Example 1

新年

Text Structure - Recount

Orientation

Last Friday I did not come to school. It was Chinese New Year.

Events

On Friday morning I got up very early to help my mother. First I helped her with the cooking. Then we had to clean the house because many visitors were coming.

Reorientation

At 4 o'clock my grandparents arrived. At 6 o'clock everyone was there and we ate and ate to celebrate the Year of the Dragon.

Evaluation

It was a great day.

CHINESE NEW YEAR

Language Features

Use of sentences

Use of action verbs, e.g. got up, helped

Use of past tense, e.g. had, arrived, was

Use of adverbial phrases to say when and where, e.g. at 4 o'clock, on Friday, to school

Use of time connectives to sequence events, e.g. first, then

Use of adverbs, e.g. there

Use of conjunctions, e.g. and

Use of nouns to name people, places and things, e.g. Chinese New Year, mother

Text Structure and Language Features: Example 2



Text Structure - Historical Recount

HONGI HIKA

Orientation

Hongi Hika was a famous Māori warrior and leader. He was born in Northland in 1772.

Provides background information

In his life he fought many battles and helped his tribe spread the use of muskets. He knew that these guns would help them win battles. He also taught his people how to use different tools to get better food crops. He visited England in 1820, where he helped to write a Māori dictionary.

Record of events

Then, in May 1827, he fought a fierce battle against the people of Whangaroa. Hongi was shot in the chest with a gunshot from a musket, but he did not die in this battle.

He tried to keep on planning battles, but he became very sick. Finally, in 1828, he died from the bullet wound.

Reorientation

Hongi Hika is still remembered today by his people as a great leader.

Language Features

Use of sentences

Use of action verbs, e.g. fought, spread, win, died

Use of past tense, regular e.g. visited, helped
irregular, e.g. knew, taught

Use of adverbial phrases to say when and where, e.g. in 1827, in Northland

Use of time connectives to sequence events, e.g. then, finally

Use of word families (collocations) to build topic, e.g. warrior, battle, musket, die, fought

Use of nouns to name people, places and things, e.g. Hongi Hika, warrior

Use of conjunctions, e.g. and, (additive) but (contrastive)

Suggested Teaching Components

- Identify and say basic sound/letter correspondences, for example:
 - initial consonants, e.g. 'p', 'b', 'd',
 - common clusters, e.g. 'cl', 'fr', 'ch', 'st'
 - diphthongs, e.g. 'ay'
- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a simple description
- Repeat/read a simple modelled description
- Individually read aloud a simple description
- Understand and respond to events from a simple description
- Follow the text structure and language features of a simple description

Suggested Themes, Topics and/or Experiences

family, clothing, places, home, body, classroom, school, literature themes/ characters, local environment, self, family, friends

Suggested Assessment Tasks

- Match the picture/person/object to the written description
- Cloze exercises as above
- Draw pictures based on written descriptions

Sample Strategies**Teacher directed**

- Model pronunciation, intonation, rhythm and stress through teacher read, choral read etc. paying attention to phonics
- Build field knowledge using visual stimuli, adjective cards, jazz chants etc.
- Classify vocabulary according to characteristics, actions etc.
- Demonstrate text structure using visual prompts

Joint/guided construction

- Draw mind maps using language to describe people, places, events
- Classify appropriate adjectives under nouns, e.g. hair-long, wavy, straight
- Play games, e.g. consonant cluster game, Snakes and Ladders, card games based on 'Snap' to recognise initial and final consonant sounds etc. words with same sounds
- Read jointly written description of class members

Independent construction

- Match written description to visual texts
- Complete a matrix of attributes and features of characters etc.
- Cloze activities of verbs, adjectives, antonyms, synonyms etc.
- Answer true/false, yes/no, 'wh' and multiple choice questions, simple 3 level guides

Grammar Scope

Nouns:

Proper nouns e.g. Oliver, London

Common nouns e.g. face, glasses

Prepositions:

Of place in, on, etc., e.g. in the orphanage

Articles:

Definite the, e.g. the shoes

Indefinite a, e.g. a small nose

Verbs:

Simple present to be and to have and other verbs, e.g. It is short. She has a small nose. She wears glasses.

Negation e.g. He doesn't have a mother.

Question formation:

'wh' What, where, when, who, how many etc., e.g. Where is she going? What does it look like??

Subject reversal e.g. Is his name Oliver?

'do' support e.g. Does she have curly hair?

Adjectives:

e.g. oval, curly, short, small, cold, scared

Quantifiers:

e.g. very, some etc., e.g. some shoes

Punctuation:

e.g. question marks, upper/lower case, full stops, commas, paragraphs

Simple contractions:

what's, I'm, he's, she's etc., e.g. What's his name?

Pronouns:

Subject she, it etc., e.g. It is short. She has curly hair.

Possessives my, your, her etc., e.g. my name, my feet

Simple connectives and conjunctions (of addition, contrast and reason):

and, but, or, because etc., e.g. I live in a place for poor children

because my mother and father are dead.

Text Structure and Language Features: Example 1

Text Structure - Description

Introduction

Description

DESCRIBING FACES

She has an oval face.

She has curly hair.

It is short.

She has a small nose and large eyes.

She wears glasses and has long earrings.

Language Features

Use of describing adjectives, e.g. short, curly, small, long

Use of relating verbs, e.g. is, has

Use of conjunctions, e.g. and

Use of nouns, e.g. eyes, glasses

Use of present tense, e.g. has, is, wears

Use of nouns to name people, places and things, e.g. glasses, nose, eyes, earrings

Text Structure and Language Features: Example 2

Text Structure - Description (literary)

Introduction

My name is Oliver Twist. I am ten years old. I live in a place for poor children because my father and mother are dead. I have been here since I was a baby.

Description - including circumstances and feelings

I hate living in the orphanage because we are always hungry and cold. Mr Bumble is in charge of the orphanage. He is very cruel and he often hits us. I wish I had a mother. I am going to run away to London.

Language Features

Use of describing adjectives, e.g. cold, hungry

Use of numbering adjectives, e.g. ten

Use of thinking verbs, e.g. hate, wish

Use of relating verbs, e.g. is, am

Use of action verbs, e.g. live, hits, going to run away

Use of conjunctions, e.g. because, (reason) and (additive)

Use of adverbs, e.g. often, always

Use of adverbial phrases, e.g. in a place, to London

Suggested Teaching Components

- Identify and say basic sound/letter correspondences, for example:
 - initial consonants, e.g. 'p', 'b', 'd',
 - common clusters, e.g. 'cl', 'fr', 'ch', 'st'
 - diphthongs, e.g. 'ay'
- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a simple information report
- Repeat/read a simple modelled information report
- Individually read aloud a simple information report
- Understand and respond to events from a simple information report
- Follow the text structure and language features of a simple information report

Suggested Themes, Topics and/or Experiences

Any curriculum topic - animals, houses, plants, countries, cultures, cities, geometrical shapes, science apparatus, famous people, local environment, nutrition

Suggested Assessment Tasks

- Complete a matrix from an information report
- Sequence a scrambled report
- Complete comprehension activities
- Label visual texts

Sample Strategies**Teacher directed**

- Model pronunciation, intonation, rhythm and stress through teacher read, group read etc. paying attention to phonics
- Build field knowledge using visual stimuli (diagrams, maps, photos)
- Model and label structures appropriately
- Model language features appropriate to text structure

Joint/guided construction

- Construct semantic maps of attributes, e.g. 'cheetahs-black spots, furry skins etc.'
- Complete cloze passages focusing on appropriate grammatical features
- Participate in a variety of comprehension tasks
- Match words to visual texts and words to written meanings

Independent construction

- Reconstruct a report
- Complete an information matrix
- Circle the odd word out, e.g. world-continent, countries, oceans, (star)
- Answer true/false, yes/no, 'wh' and multiple choice questions

Grammar Scope

Nouns:

Proper nouns e.g. Australia, Asia
Common nouns e.g. continents, country

Prepositions:

Of place in, on, etc., e.g. in the world

Articles:

Definite the, e.g. the Northern Hemisphere
Indefinite a, e.g. a country

Pronouns:

Subject it etc., e.g. It is in the Northern Hemisphere.

Demonstratives:

this, that, these, those, e.g. This is the largest.
That's the smallest.

Simple conjunctions:

and, but, or, because etc., e.g. It is hot in summer and cool in winter.

Empty subject (there/it) + existential 'be' + noun:

e.g. There are 22 countries in North America

Verbs:

Present to be and to have, e.g. It is the largest. It has the most countries.

Question formation:

'wh' What, where, when, who, how many etc., e.g. Where is it? How many countries are there?

Subject reversal e.g. Is it the largest continent?

'do' support
with no auxiliary e.g. Does it have a hot summer?

Adjectives:

e.g. hot, cool, small etc., e.g. It is a small continent.

Quantifiers:

e.g. most, very, some etc., e.g. most countries

Punctuation:

e.g. full stops, commas, upper/lower case, paragraphs, question marks

Simple contractions:

what's, I'm, he's, she's, it's etc., e.g. It's in Asia.

Text Structure and Language Features: Example 1



Text Structure - Information Report

General statement - identifies and classifies the subject

Description - includes location, size, population and climate

BANGLADESH

Bangladesh is a country in Asia.

It is in the Northern Hemisphere between the longitudes 88°E and 93°E. The nearest ocean is the Indian Ocean. Dacca is the capital city.

The total area is 144 000 square kilometres and the population is 120 million. Ninety-five per cent of the people are Muslim and five per are other religions.

The climate is hot in summer and cool in winter.

Language Features

Timeless present used, typical of much scientific writing, e.g. is, are, has

Use of adverbial phrases, e.g. in Asia, in summer

Adjectives used to describe, e.g. capital, hot, cool

Sentences and statements used throughout

Use of relating verbs, e.g. is, has

Use of conjunctions, e.g. and

Text Structure and Language Features: Example 2

**Text Structure - Information Report**

General statement - identifies and classifies the subject

Description - includes continents and oceans

THE WORLD

There are seven continents in the world – Europe, Asia, North America, South America, Africa, Australia and Antarctica. There are also four large oceans - Pacific, Atlantic, Indian and Arctic.

Asia is the largest continent and Australia is the smallest. Africa has the most countries. It has 53 countries. Europe is a small continent with 25 countries. There are 22 countries in North America and 13 countries in South America. Australia is a continent, a country and an island.

Language Features

Timeless present used, typical of much scientific writing, e.g. is, are, has

Use of adverbial phrases, e.g. in the world

Adjectives used, e.g. largest, smallest, large, small

Sentences and statements used throughout

Use of relating verbs, e.g. are, has

Use of conjunctions, e.g. and

Suggested Teaching Components

- Identify and say basic sound/letter correspondences, for example:
 - initial consonants, e.g. 'p', 'b', 'd',
 - common clusters, e.g. 'cl', 'fr', 'ch', st
 - diphthongs, e.g. 'ay'
- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a simple procedure
- Repeat and read a simple modelled procedure
- Understand and respond to events from a procedure
- Follow the text structure and language features of a simple procedure

Suggested Themes, Topics and/or Experiences

Cooking, following instructions, sports, First Aid, road safety, car repairs, leisure activities, crafts, school, Maths problems, drawing 2D shapes, science experiments, directions

Suggested Assessment Tasks

- Match visual text to written text
- Sequence a cut up procedure
- Read and carry out a procedure
- Instruct a partner to carry out a procedure

Sample Strategies**Teacher directed**

- Model pronunciation, intonation, rhythm and stress through teacher read, choral read etc. paying attention to phonics
- Build on field knowledge using visual stimuli
- Model numbering steps, use of imperatives and use of adverbs
- Model text structures by using a range of authentic texts
- Model procedure

Joint/guided construction

- Sequence pictures into correct steps, e.g. 'How to make jelly'
- Play board games which use instruction cards
- Barrier activity: giving and responding to instructions
- Sound discrimination activities, e. g. 'Which word/picture has a different sound?'

Independent construction

- Sequence cut up list of instructions
- Match pictures to written instructions
- Follow worksheet of written instructions
- Cloze of verbs and temporal conjunctions

Grammar Scope

Nouns:	
Common nouns	e.g. water, tablespoon
Prepositions:	
Of place	in, on, etc., e.g. in oven, on sultanas
Of time and place	in, at, after, before etc., e.g. after heating, before adding
Articles:	
Definite	the, e.g. the table
Pronouns:	
Object	it, them etc., e.g. Add brown sugar to it.
Possessives	my, your, her etc., e.g. your recipe, my instructions
Demonstratives:	e.g. this, that, these, those, e.g. This is the recipe.
Imperatives:	take, put, add etc., e.g. Take out the core.
Question formation:	
'wh'	e.g. What, where, when, who, how many etc., e.g. What do you do first? When do you add the sultanas?
Subject reversal	e.g. Is the artpaper on the lino?
'do' support	
with no auxiliary	e.g. Do the sultanas go in after the apple?
Modal 'can'	e.g. Can you draw a pattern?
Adjectives:	clean, small, brown etc., e.g. clean roller.
Sequence markers:	first, then, next etc., e.g. First, put the paper on the table.
Punctuation:	e.g. upper/lower case, full stops, numbering, question marks, commas
Simple contractions:	what's, I'm, he's, she's etc., e.g. What's the first step?

Text Structure and Language Features: Example 1

Text Structure - Procedure
Goal and aim

Equipment

Materials/ingredients

TO BAKE AN APPLE

Equipment

Oven, baking dish, peeler, corer, tablespoon

Ingredients:

1 apple, 1 tablespoon sultanas, 1 tablespoon water,
1 tablespoon brown sugar, small piece margarine.

Language Features

Use of nouns and noun groups to name ingredients/equipment, e.g. oven, baking dish, apple

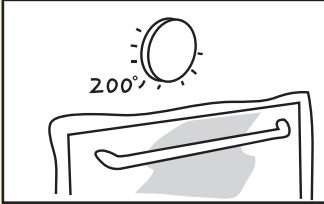
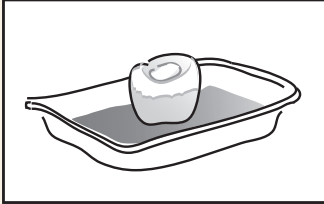

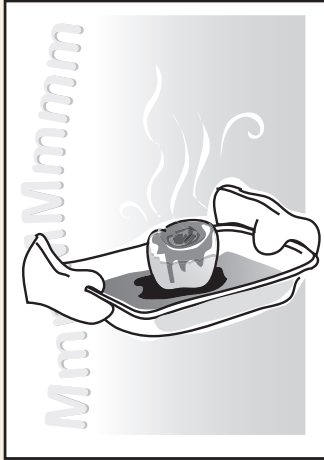
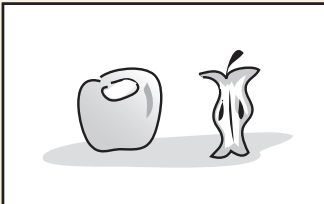
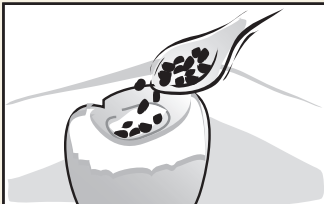


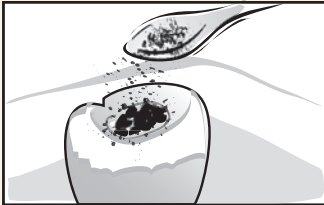
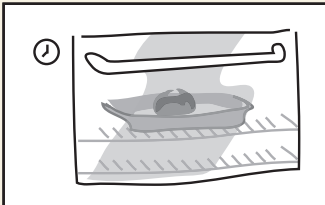
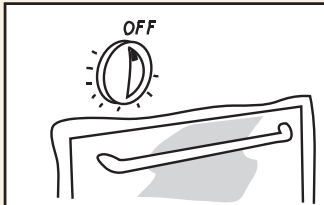
Use of commands, e.g. heat, take out, peel

Use of adverbial phrases, e.g. to 200° C, out of oven

Use of technical language, e.g. 200° Celsius

Use of action verbs, e.g. bake, turn off, take out

Steps to accomplish goal

1. Heat oven to 200°C. 	4. Put apple in baking dish. 	7. Put margarine on top of brown sugar. 	10. Take apple out of oven. 
2. Take out core of apple. 	5. Spoon sultanas into apple. 	8. Pour on water. 	
3. Peel 1 strip of skin from apple. 	6. Sprinkle brown sugar onto sultanas. 	9. Bake apple in oven 40 minutes. 	11. Turn off oven. 

Text Structure and Language Features: Example 2

Text Structure - Procedure

LINO PRINTING

Language Features

Materials/Equipment

newspaper, board, ink, lino, art paper, roller, pencil, table, lino cutter

Use of nouns to name equipment etc.
e.g. newspaper, table

Steps to accomplish goal

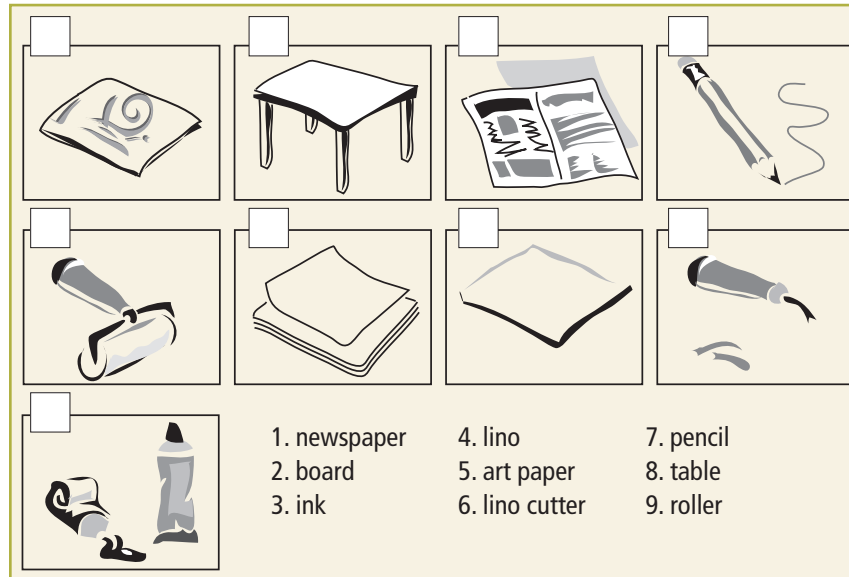
1. Using a pencil, draw a pattern on the lino.
2. Cut out the pattern with the lino cutter.
3. Put newspaper on the table.
4. Put the board on the newspaper.
5. Put the lino on the board.
6. Roll ink with a roller, for 2 minutes.
7. Roll ink onto lino.
8. Put art paper on inked lino.
9. Roll paper with clean roller.
10. Take paper off lino.

Use of commands, e.g. put, roll

Use of adverbial phrases, e.g. on the board,
with clean roller

Use of technical language, e.g. roller, lino, ink

Use of action verbs, e.g. take off, roll



Suggested Teaching Components

- Identify and say basic sound/letter correspondences, for example:
 - initial consonants, e.g. 'p', 'b', 'd'
 - common clusters, e.g. 'cl', 'fr', 'ch', 'st'
 - diphthongs, e.g. 'ay'
- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a simple narrative
- Repeat/read a simple modelled narrative
- Individually read aloud a simple modelled narrative
- Understand and respond to events from a simple narrative
- Follow the text structure and language features of a simple narrative

Suggested Themes, Topics and/or Experiences

Myths/legends, fables, literature, library visits, life events (but separate from recounts by inclusion of complication/problem and resolution)

Suggested Assessment Tasks

- Sequence cut up narrative
- Match written text to pictures
- Answer a variety of comprehension questions

Sample Strategies**Teacher directed**

- Focus on cover/title/illustrations to elicit simple prediction
- Model pronunciation, intonation, rhythm and stress through teacher read, choral read etc. paying attention to phonics
- Build field knowledge using visual stimuli
- Use a range of illustrated texts to model text

Joint/guided construction

- Read an orientation and predict an outcome orally or construct a missing orientation for a text.
- Read then retell a narrative using visual cues
- Identify and replace the misplaced sentences from a group of short narratives or cut up and mix two similar fables and learners put correct sections together in correct order (Could be a Jigsaw reading exercise.)
- Choose the appropriate title from a list
- Sequence written and/or visual text

Independent construction

- Answer a variety of comprehension questions, complete a 3 level guide
- Match descriptors to characters, adverbs to actions etc. from a word bank
- Match visual text to written events
- Perform theatre reading of story
- Create a word chain for each of several of the head words in the text (e.g. **sheep** - sheepskin, lamb etc, **wolf** - sheepskin, planned, steal, sheep)

(These word chains will vary and may overlap, but learners should be able to explain the connection between the words in each chain)

Grammar Scope

Nouns:

Proper nouns e.g. Anna, Bosnia
Common nouns e.g. wolf, farmhouse, friend

Prepositions:

Of place into, outside etc., e.g. into the yard, outside the hall
Of time and date on, in, at, after, before etc., e.g. on the last day
Of purpose for, from etc., e.g. for dinner

Articles:

Definite the, e.g. the sheep
Indefinite a, an, e.g. a wolf

Pronouns:

Subject I, you, we, he etc., e.g. He put on a sheepskin.
Object him, her, us, them etc., e.g. He grabbed him.
Possessives my, your, her etc., e.g. his friends
Demonstratives this, that, these, those, e.g. that night

Simple conjunctions:

and, but, because, when etc., e.g. It was dark and the farmer thought the wolf was a fat sheep.

Verbs:

Simple past e.g. went, were, had, took
Past continuous e.g. Everyone was going.
Imperatives e.g. 'Wait, wait Jose.'
Negation e.g. 'It's not what you think.'

Question formation:

'wh' what, where, when, who, how many etc., e.g. Where did the wolf go? Who's in the story?
Subject reversal e.g. Is this a good story?
'do' support with no auxiliary e.g. Do you like the characters?
Modal 'can' e.g. Could Jose see Anna?

Adjectives:

e.g. farewell, worried, dark, fat

Direct speech:

e.g. 'Why weren't you outside?'

Saying thinking and opinion verbs:

e.g. Did you like the story? I thought it was good.

Short answers:

e.g. Yes I did. No I didn't.

Adverbs:

e.g. everywhere, there, away

Punctuation:

e.g. question marks, upper/lower case, full stops, commas, exclamation marks, paragraphs

Simple contractions:

what's, I'm, he's, who's etc., e.g. Who's in the story?

Text Structure and Language Features: Example 1



Text Structure - Narrative (fable)

Orientation - includes main characters

Events

Complication

Resolution

Coda - Moral/Lesson

A WOLF IN SHEEP'S CLOTHING

A wolf had a plan to steal a sheep for his dinner.

He put on a sheepskin and went into the yard with all the sheep. The sheep didn't know the wolf was there. He planned to wait until night time, then run away in the dark with a sheep.

That night in the farmhouse, the farmer's wife said she wanted to have roast lamb for dinner.

The farmer went into the yard. It was dark and the farmer thought the wolf was a fat sheep.

He grabbed him, killed him and took him to the kitchen to cook for dinner.

Never pretend to be what you are not.

Language Features

Use of past tense verbs, e.g. had, went, wanted

Use of nouns to name people, places, things, e.g. wolf, sheep, farmer, farmhouse

Use of adverbial phrases, e.g. for his dinner, into the yard, to the kitchen

Use of action verbs, e.g. steal, went, grabbed, took

Use of adverbs, e.g. there, that night

Use of adjectives, e.g. roast, dark, fat

Use of saying verbs, e.g. said

Use of thinking verbs, e.g. thought, didn't know, planned

Use of simple conjunctions, e.g. and

Text Structure and Language Features: Example 2

Text Structure - Narrative (factual)

Orientation - includes main characters and place and time

Events

Complication

Resolution

THE SURPRISE PARTY

Jose and Anna met at school. They were friends and went everywhere together. Anna was from Bosnia and Jose was from Chile.

It was Friday on the last day of term. Everyone was going to the end of term disco. Jose told Anna he would meet her outside the hall before the disco.

Jose went to meet Anna outside the hall. She wasn't there. He was worried. He went inside and found her talking to his friends. He was angry and shouted at her, "Why weren't you outside?" He walked away before she could answer.

His friend Mikos ran after him.

"Wait, wait Jose! It's not what you think. Anna was asking us to go to your surprise birthday party." Jose smiled. He walked back and gave Anna a hug. "Sorry Anna," he said.

Language Features

Use of past tense verbs, e.g. met, were, went

Use of nouns to name people, places, things, e.g. Jose, Bosnia, hall, party

Use of adverbial phrases, e.g. at school, from Chile, on the last day

Use of action verbs, e.g. went, walked, was going

Use of adverbs, e.g. everywhere, there, away

Use of adjectives, e.g. last, worried, angry, surprise

Use of saying verbs, e.g. asking, shouted, answer

Use of direct speech, e.g. "Why weren't you outside?"

English Language Intensive Programme
Primary Resource

Stage 1

Writing

Note. Some of these skills may already have been mastered at the Foundation level

Suggested Teaching Components

- Employ correct pencil grip and good posture
- Form letters of Roman alphabet paying attention to size, shape, slope and spacing
- Copy Roman script with accuracy acknowledging basic conventions
- Copy personal information accurately, e.g. name, address, date of birth, telephone number etc.
- Copy short list/simple sentence accurately
- Copy numerals accurately.

Suggested Themes, Topics and/or Experiences

All (Connect to the curriculum as much as possible.)

Suggested Assessment Tasks

- Copy information onto form
- Copy from board/other texts
- Record date daily

Sample Strategies

Teacher directed

- Model correct grip and posture with explicit instructions, e.g. sit on chair, finger position etc.
- Model letter formation emphasising line movements, up/down strokes etc.
- Make simple diary entries using print conventions i.e. L to R, top to bottom, upper/lower case etc.
- Write date on board daily

Joint/guided construction

- Practise letter formation (Use a guide for emergent writers as a teaching resource)
- Copy sentences putting in missing word/words
- Games, e.g. concentration, matching cards, word shapes
- Use computer technology to reinforce print conventions
- Rotate groups, e.g. group 1: matching numerals and words, group 2: How many words? etc

Independent construction

- Copying boxed personal information on simple form
- Copying sentences/words etc. from familiar topics, linked to the curriculum and to interpersonal contexts
- Tracing and copying upper and lower case using variety of mediums
- Writing for display (making posters, signs cards etc)

Grammar Scope

Abbreviations:

- Titles e.g. Mr, Mrs, Ms
- Addresses e.g. Rd, St, Ave
- Ordinals e.g. 1st Dec 2003

Punctuation:

- Upper/lower case e.g. Blue Street
- Full stops •
- Commas ,
- Question marks ?
- Strokes e.g. Unit 1/3 Small Street
- Dashes e.g. Unit 1, 23-25 Birch St
- Numerals e.g. post code, address
- Alphabet

Suggested Teaching Components

- Write personal information in appropriate place on a simple form
- Write numerical information in numbers or words correctly in appropriate place on form
- Spell familiar vocabulary correctly, e.g. name, suburb etc.

Suggested Themes, Topics and/or Experiences

Personal information in different contexts

Suggested Assessment Tasks

- Complete a formatted text following instructions, e.g. block letters, numerical answers etc.

Sample Strategies**Teacher directed**

- Model language appropriate to forms, e.g. office use only, block letters, etc. using a variety of mediums
- Model placing information completely and correctly on a variety of authentic and/or simplified forms, e.g. permission notes, library cards etc.
- Model conventions, e.g. use block letters, ticks, circles etc.

Joint/guided construction

- Five word spelling test (daily) using vocabulary appropriate to personal information and simple curriculum topics
- Match and record personal information with appropriate prompt cards, e.g. Family Name: Lu, DOB: 5/5/82
- Listening to recording and writing names, addresses etc.
- Dictation or simple dictagloss based on personal information using forms
- Write down a short list of words from a curriculum topic read out by a partner (check for accuracy afterwards)

Independent construction

- Dictation or dictagloss based on personal information or simple curriculum topics
- Class survey (matrix) re personal information
- Rewrite from all lower case to include correct use of upper case
- Copy out lists of key words
- Complete a simple formatted text

Grammar Scope

Abbreviations:

- Titles e.g. Mr, Mrs, Ms
- Addresses e.g. Rd, St, Ave

Punctuation:

- Upper/lower case e.g. Burnside High School
- Strokes /
- Dashes -
- Numerals
- Full stops •
- Commas ,
- Question Marks ?, e.g. Where do you live?

Nouns:

- Proper e.g. Riccarton, Christchurch
- Common e.g. school, date

Imperatives:

- e.g. Use block letters.

Text Structure and Language Features: Example 1

LIBRARY APPLICATION
(USE BLOCK LETTERS)

School:

Name:

Address:

..... Post Code:.....

Home telephone number:.....

Class:.....

Student's signature:

Date:

Text Structure and Language Features: Example 2

CLASS SURVEY						
Name	Country	Age	Sex	Favourite Sport	Favourite Food	Favourite Colour

This step should follow the reading of simple recounts, since these provide models for deconstruction and co-construction

Suggested Teaching Components

- Use appropriate pen colour
- Employ upper and lower case appropriately
- Use correct spacing between words/lines/paragraphs
- Set out work using appropriate layout, (from models) e.g. margins, date, headings, subheadings, bullet points, columns etc.
- Write in sentences using appropriate vocabulary
- Write using the text structure and language features of a simple recount
- Use the writing process to plan, draft and redraft

The text models are provided for joint study (deconstruction). They can also be used as additional reading models.

Suggested Themes, Topics and/or Experiences

Field trips, family, occasions, holidays, my life, my journey (as a migrant) local environment, time, dates, seasons, special occasions, biographies (letters, journals), curriculum related topics

Suggested Assessment Tasks

- Write a simple recount on personal experiences, e.g. 'My Morning/Weekend', The sports match, A trip (or journey)
- Write a simple recount using visual stimulus
- Complete sentences from a fact sheet, then construct another text without support. (e.g. _____ was born in _____. ____ was a _____ . One important thing he/she did was _____. ____ died in _____.

Sample Strategies

Teacher directed

- Build field knowledge using visual stimuli
- Model a range of simple recounts
- Deconstruct a simple recount
- Group write a recount using visual stimulus

Joint/guided construction

- List events, participants and places and write sentences using temporal markers
- Write a group/pair/individual recount, have another group comment, then rewrite
- Sequence a modelled text
- Sequence photos from a field trip and write sentences
- Use scaffold to write a recount (see assessment task below)

Independent construction

- Complete cloze passages based on grammar focus items
- Write one to two sentences using visual cues
- Journal writing
- Illustrate/add text to experience
- Use content from 'wh' barrier game to write a recount

Grammar Scope

Nouns:

Proper nouns e.g. Friday, Naenae
 Common nouns e.g. shower, shop, aviator

Prepositions:

Of place to, in, on etc., e.g. to Naenae
 Of time and date e.g. in, at, after, before, on etc. e.g. in 1824, after the flower show

Articles:

Definite the, e.g. the big shop
 Indefinite a, an, e.g. a flower show, a field trip

Pronouns:

Subject I, you, we etc., I wake up
 Object him, her, us, them etc., Jean's mother took her
 Possessives e.g. my, your, her etc., e.g. my breakfast
Simple conjunctions: and, but etc., e.g. I have a shower and eat my breakfast.
 Time and sequence first, then, next, last, finally etc., e.g. First we went to a big shop.

Question formation:

'wh' what, where, when, who, how many etc., e.g. Where was the field trip to?
 Subject reversal e.g. Was it on Friday?
 'do' support
 with no auxiliary e.g. Did you go by train?

Negation:

e.g. I did not buy anything
 e.g. Yes, I did. No, I didn't. Yes, she was. No, she wasn't.

Short Answer forms:

Adjectives: e.g. good, kind, sports, flower, rich, poor

Adverbs:

e.g. away

Verbs:

Present tense verbs e.g. wake, have,
 Commonly used
 Past tense verbs e.g. went, looked, learned, was

Punctuation:

e.g. question marks, upper/lower case, full stops, commas, paragraphs

Simple contractions:

what's, I'm, he's, she's etc., e.g. What's the pilot's name?

Text Structure and Language Features: Examples 1 and 2

Text Structure - Recount

Orientation

Record of events

Reorientation

1. MY DAY

I wake up at 7 o'clock. I have a shower and eat my breakfast.

At 8 o'clock I catch the bus to school.

School starts at 8.45 and we have lunch at 1 o'clock.

School finishes at 3 o'clock and I get home at 4 o'clock.

Language Features

Use of sentences (present tense, to show timeless present)

Use of action verbs, e.g. wake up, catch

Use of nouns to name people, places things, e.g. school, breakfast

Use of adverbial phrases, e.g. to school, at 7 o'clock

Text Structure - Recount

Orientation

Record of events

Reorientation - includes some evaluation

2. MY FIELD TRIP

Last Friday I went to a flower show in a big shop with my class.

First we looked at the beautiful flowers. Then my friends and I went to another part of the big shop and looked for sports clothes. I didn't buy anything.

After the trip we went to the bus station and went back to Naenae on the bus. We had a good day.

Language Features

Use of sentences

Use of action verbs, e.g. went, looked

Use of nouns to name people, places, things, e.g. my class, flower show, Naenae

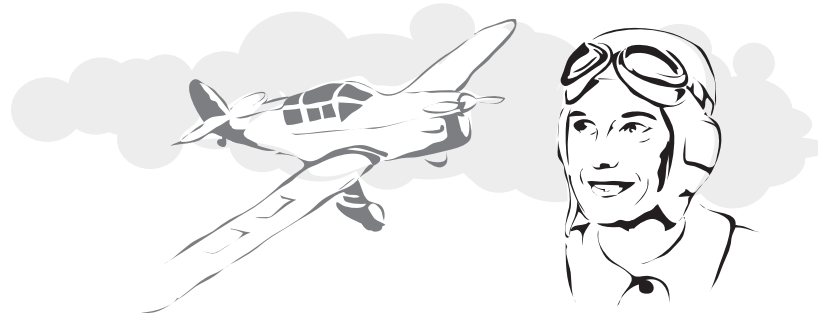
Use of past tense, e.g. went, looked, had

Use of adverbial phrases, e.g. to a flower show, at 1 o'clock

Use of conjunctions to sequence events in time, e.g. after the flower show

Note. This more complex text can be written as a scaffold (see Writing - 19/a) with gaps left for sentence beginnings or key phrases and the rest of the text modelled by the teacher.

Text Structure and Language Features: Example 3



Text Structure - Biographical recount

Orientation

Record of events

Reorientation - includes some evaluation

JEAN BATTEN

Jean Batten was a famous New Zealand aviator (a person who is the pilot of a plane). Jean was born in 1909 in Rotorua.

In 1929 Jean's mother took her to Australia for a holiday. Jean flew in an airplane with a famous Australian pilot, Charles Kingsford Smith. After that flight, Jean decided to become a pilot herself.

She learned to fly and made several journeys to many countries. She was the first woman to fly alone from England to Australia in 1934 then in 1935 she flew across the South Atlantic Ocean. Next, in 1936 she flew from England to New Zealand in a Gull airplane.

Jean died in 1982, from a poisoned dog bite. She had been living alone for a long time.

She was a very brave and very clever aviator.

Language Features

Use of sentences

Use of action verbs, e.g. flew, trained, learned, died

Use of nouns to name people, places, things, e.g. pilot, journeys, airplane, dog bite

Use of adjectives to add information to nouns e.g. famous, brave, clever

Use of past tense, e.g. was, flew, (irregular) moved (regular)

Use of adverbial phrases, e.g. in 1936

Use of conjunctions to sequence events in time, e.g. when, next, after

Suggested Teaching Components

- Use appropriate pen colour
- Employ upper and lower case appropriately
- Use correct spacing between words/lines/paragraphs
- Set out work using appropriate layout, (from models) e.g. margins, date, headings, subheadings, bullet points, columns etc.
- Write in sentences using appropriate vocabulary
- Write using the text structure and language features of a simple description
- Use the writing process to plan, draft and redraft

Remember to teach the order of adjectives and other words in a noun group.

Article OR Pointing word	OR Possessive	quantity adj	opinion adj	factual adj
WHICH WHICH	WHOSE	HOW MANY	QUALITIES	QUALITIES
e.g. a OR these OR her	(Jean's)	two	wonderful	silver
comparing adj	classifying adj	noun/pronoun		
DEGREE	WHAT TYPE	WHAT or WHO		
	Gull	airplanes		

(example modelled on B Derewianka – A Grammar Companion)

Suggested Themes, Topics and/or Experiences

Any equipment for any curriculum subject, family, clothing, places, home, body, classroom, school, literature characters or places, local environment, plants/trees, self, friends, country of origin, a famous building or landmark

Sample Strategies

Teacher directed

- Use pictures to build field knowledge and word bank using visual stimuli
- Model a range of simple descriptions
- Deconstruct a simple description (focus on noun phrases/groups in particular)

Joint/guided construction

- Write a simple description of animals/other students/teachers, technology, science or PE equipment, characters or places from films/novels/stories etc. which can be used later in guessing games
- Use familiar visual texts etc. to construct a description (Postcards are a good source of text)
- Substitute/add an adjective to description from word bank (see above)
- Use questions to scaffold writing

Independent construction

- Write a description using information from a grid - headings should be relevant to the object being described
- Write a scaffolded description using information from a class survey or given information
- Write about oneself, friend, house, character or anything else from the themes & topics box
- Use computer technology to reinforce editing concepts and correct text features and publishing skills

Suggested Assessment Tasks

- Write a description on a familiar topic (known or taught topic)
- Write a description using visual cues

Grammar Scope

Nouns:

- Proper nouns e.g. Jose, Ji
- Common nouns e.g. hair, eyes, face
- Singular e.g. face, eye
- Plural eyes
- Count
- Non-count e.g. hair

Prepositions:

- Of place next to, in, on etc., e.g. next to me

Articles:

- Definite the, e.g. the person
- Indefinite a, an, e.g. a striped t-shirt

Pronouns:

- Subject he, it, etc., e.g. He has very short black hair.
- Possessives his, my, your, her etc., e.g. his shoes, his face
masculine/feminine/(his/her)
(1st, 2nd, 3rd person – singular and plural)

Demonstratives:

this, that, these, those etc., e.g. This boy's name is Jose.

Simple conjunctions:

and, (additive) but, or, (contrastive) because (reason)
etc., e.g. Ji lives in Napier and he comes from China.

Verbs:

- Simple present e.g. is, comes, speaks, has
- Negation e.g. He isn't tall.

Adjectives:

e.g. straight, short, black, tall, striped

Quantifiers:

very, some etc., e.g. very short hair

Punctuation:

e.g. full stops, commas, upper/lower case, question marks,
paragraphs

Simple contractions:

what's, I'm, he's, she's, e.g. What's his name?

Text Structure and Language Features: Example 1

Text Structure - Description

Introduction

Description

JOSE SANTOS

This boy's name is Jose Santos. He has very short black hair and a round face. He is very tall and his eyes are small but his mouth is big.

He is wearing a striped t-shirt and his trousers are green. His shoes are brown.

Language Features

Use of describing (factual and classifying) adjectives, e.g. short, black, round, tall

Use of linking verbs, e.g. is, are, has

Use of simple conjunctions, e.g. and, but

Use of nouns to name people, e.g. face, places, things, eyes, mouth, trousers, Jose Santos

Use of present tense, e.g. has, is, are

Text Structure and Language Features: Example 2

Text Structure - Description

Introduction

Description

ABOUT JI

The person sitting next to me is Ji. Ji lives in Napier and he comes from China. He speaks Cantonese and he also speaks a little English.

He has straight, short, black hair. His eyes are small and brown. His face is oval and he isn't short but isn't tall.

Language Features

Use of describing (factual and classifying) adjectives, e.g. little, straight, short, black

Use of linking verbs, e.g. is, are, has, isn't

Use of simple conjunctions, e.g. and, but

Use of nouns to name people, places, things, e.g. Ji, Sydney, hair, eyes

Use of present tense, e.g. lives, speaks, has

Use of detailed noun groups, e.g. straight, short, black hair

Suggested Teaching Components

- Use the writing process to plan, draft and redraft
- Employ upper and lower case appropriately
- Use correct spacing between words/lines/paragraphs
- Set out work using appropriate layout, e.g. margins, date, headings, sub - headings, dot points, columns etc.
- Use appropriate pen colour
- Write in sentences using appropriate vocabulary (technical and non - technical)
- Write using the text structure and language features of a simple information report

Suggested Themes, Topics and/or Experiences

Animals, houses, plants, countries, cultures, cities, geometrical shapes, science apparatus, famous people, local environment, nutrition

Suggested Assessment Tasks

- Write an information report on a familiar topic - use prompts such as fact cards, visuals, recorded texts or fact sheets,
- Write an information report using reference material. Focus on the order of information as well as the other language features (including vocabulary, spelling, and standard grammar.)

Sample Strategies

Teacher directed

- Build field knowledge using visual stimuli
- Model a range of simple information reports
- Deconstruct a simple information report
- Construct a simple information report using visual support
- Construct a semantic map of topic words.

Joint/guided construction

- Complete a matrix (habitat, appearance etc) and compare to another reptile, based on another simple text.
- Identify and label the parts of a given text
- Match beginnings and endings of sentences, or complete the end or beginning of a sentence.
- Reconstruct a jumbled text (e.g.write in the missing information, from one word prompts; write the sentences in order)
- Pose questions for others to answer and use answers to produce a report

Independent construction

- Write sentences about a picture
- Complete cloze exercises on relevant grammar items
- Fill in a 3 x 4 information grid

About turtles

3 technical words	3 questions	3 most interesting facts	3 words I already knew

- Write an information report using scaffold, e.g. Complete sentences or use the matrix or information grid.

Grammar Scope

Nouns:

Proper nouns e.g. Bosnia, Europe

Prepositions:

Of place in, on etc., e.g. in the sun, on their backs

Articles:

Definite the, e.g. the water

Indefinite a, an, e.g. a country

Pronouns:

Subject it etc., e.g. It is in the Northern Hemisphere

Possessives its, their etc., e.g. their eggs, their backs

Demonstratives:

this, that, these, those, e.g. This is a reptile.

Conjunctions:

of contrast e.g. but

of addition e.g. and, They live in streams but they leave the water to lay their eggs.

Verbs:

Present tense to be and to have (linking verbs), e.g. Turtles are reptiles. They have hard shells.

Simple present of other verbs related to topic:

e.g. They live in rainforest rivers.

e.g. It doesn't lay eggs in the water.

Negation:**Question formation:**

'wh' what, where, when, who, how many etc., e.g. what does it look like?

How many legs does it have?

Subject reversal e.g. Is it a mammal?

'do' support

with no auxiliary e.g. Does it have fur?

Adjectives:

e.g. hard, small, four, webbed

Punctuation:

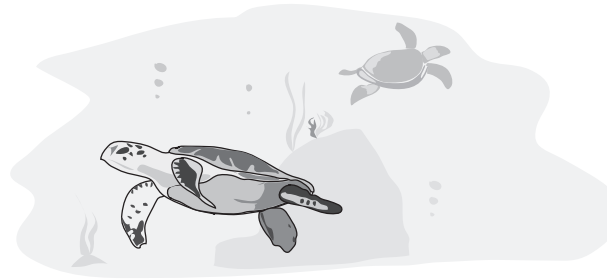
e.g. full stops, commas, upper/lower case, question marks, paragraphs

Simple contractions:

what's, I'm, he's, she's etc., e.g. What's Bosnia's population?

Note. This more complex text can be written as a scaffold (see Writing - 19/a) with gaps left for sentence beginnings or key phrases and the rest of the text modelled by the teacher.

Text Structure and Language Features: Example 1



Text Structure - Description

General statement - identifies and classifies subject

Description - including appearance, habitat, food, reproduction

TURTLES

Turtles are members of the reptile family of animals. There are more than 200 different types of turtles. Terrestrial turtles, which live on land, are sometimes called tortoises.

Turtles have hard shells on their backs. The upper section of the shell is called the carapace. It is joined at the sides to the plastron, or the lower section. Turtles have small eyes, little noses, four legs and short webbed feet.

These animals do not have teeth. Turtles eat things such as plants, fish, frogs and insects.

Marine turtles live in rainforest rivers and streams but they leave the water to bask in the sun and lay their eggs. The females lay their eggs on land, in holes in the ground. When the baby turtles hatch, they crawl down to the water.

Language Features

Text organised from most general classification to more specific details.

Use of general nouns, e.g. turtles
Technical nouns e.g. plastron, carapace

Use of timeless present, typical of much scientific writing, e.g. are, have, live

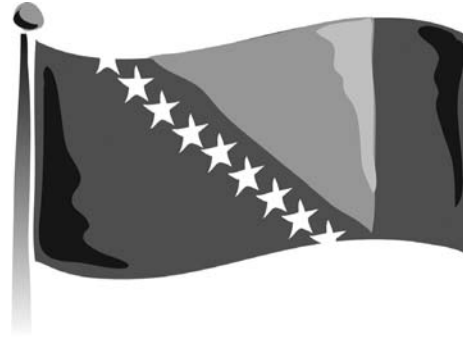
Use of linking verbs, e.g. are, have

Use of action verbs to build information, e.g. live, eat, bask

Use of adjectives to describe, e.g. hard, small, short, webbed

Sentences and statements used throughout the text.

Text Structure and Language Features: Example 2



Text Structure - Factual description

General statement - identifies and classifies the subject

Description - includes location, size, climate and population

BOSNIA

Bosnia is a country in Europe.

It is in the Northern Hemisphere, east of Greenwich and is between 10°E and 20°E longitude.

The area is about 51,000 square kilometres. The nearest ocean is the Atlantic Ocean. The capital city is Sarajevo.

Bosnia has cold winters and hot summers.

Approximately four and a half million people live in Bosnia.

Language Features

Use of timeless present, typical of much scientific writing, e.g. is, live, has

Use of general nouns, e.g. country

Use of linking verbs, e.g. is, has

Use of adjectives to describe, e.g. northern, nearest, capital, cold, hot

Sentences and statements used throughout

English Language Intensive Programme
Primary Resource

Stage 2

Orientation to Learning

Suggested Teaching Components

- Know class teacher's and classmates' names
- Read school information, locate rooms
- Know basic rules and routines, e.g. dress codes or uniform, punctuality, attendance, absentee notes (Make models of these available in first language/s)
- Come prepared to class, e.g. bring equipment, diary, completed home-work, sports clothes
- Exhibit appropriate classroom behaviour, e.g. work cooperatively in pairs or groups, wait for others to finish speaking, follow teacher instructions (pro-social skills)
- Organise work book or folder and complete set classwork at home
- Ask for help (inside and outside classroom)
- Use a dictionary (English and bi-lingual dictionaries)
- Choose appropriate texts for research at independent learning level
- Access information from books, e.g. contents page, title page, index, spine
- Use strategies to aid learning, e.g. note taking, summarising, using teacher feedback, new vocabulary notebook (See Learning Strategies in Refugee Handbook)
- Access information from the school library and from other sources, e.g. local library, DVDs, Internet, other resources

Suggested Themes, Topics and/or Experiences

School environment, road safety, personal safety, all curriculum areas

Sample Strategies**Teacher directed**

- Set out and regularly reinforce procedures, e.g. timetable, rules, equipment, folders, presentation
- Allocate time to access library resources
- Raise awareness of culturally appropriate behaviour, e.g. cross cultural cooperation and teach pro-social skills e.g. give students oral models of comments, how to interrupt or ask for clarification, questions etc to practise with a partner)
- Introduce strategies to aid learning, e.g. vocabulary notebook, homework diary, highlighting key words, note taking, computer skills

Joint/guided construction

- Develop class rules
- Extend skills in library resources, research, e.g. encyclopaedia, DVDs, non fiction, Internet
- Provide opportunities to discuss problems, e.g. bullying, racism, sexual harassment
- Develop strategies/skills to seek assistance

Independent construction

- Assist new students with school procedures
- Develop own study routines and practices
- Maintain and organise own equipment, book work, homework
- Join local library

There are several suggestions and resources for assisting students (both refugee and migrant) in "learning to learn" in Section 3, *Refugee Handbook for Schools*. This handbook is also on-line on the Ministry of Education ESOL page.

Suggested Assessment Tasks

- Use checklists based on teaching components
- Record observations (e.g. of a structured peer interaction in pro-social skills)
- Respond to student/ teacher feedback
- Cloze on class rules

English Language Intensive Programme
Primary Resource

Stage 2

Oral Interaction

Suggested Teaching Components

- Ask for directions, e.g. How do I get to the bus stop?
- Ask for information, e.g. How do I join the library?, How do I use the photocopier?
- Ask for goods and services, e.g. making an appointment
- Ask for repetition, clarification, explanation and elaboration
- Give personal information
- Use appropriate expressions for opening/closing
- Use appropriate vocabulary
- Develop self correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level
- Use appropriate polite expressions

Suggested Themes, Topics and/or Experiences

Local community, social interactions, e.g. joining a club or team, teacher/ student interaction, asking to be a monitor

Suggested Assessment Tasks

- Ask for and provide personal information in an interview or introduce a friend to the class.
- Make an appointment
- Ask for or give directions

Sample Strategies**Teacher directed**

- Model relevant situations focussing on text structure, vocabulary and body language
- Demonstrate appropriate language features, e.g. opening and closing, questioning, modality, clarification, tenor and imperatives
- Provide a variety of spoken texts focussing on intonation and stress, e.g. recorded texts and videos
- Model culturally appropriate language (as in pro-social skills training)

Joint/guided construction

- Brainstorm relevant vocabulary and situations using the Think, Pair, Share process (Think, by yourself, Pair up with a partner and discuss your ideas, Share these with another pair.)
- Predict language using video and no sound
- Sequence using visual stimulus with students providing an oral response

Independent construction

- Role play with the assistance of task cards
- Play games, e.g. treasure hunt to elicit personal information, barrier game to ask and respond to directions
- Ask and answer questions, e.g. in mock interviews

Grammar Scope

Nouns:

Proper nouns e.g. Ms Rogers
Common nouns e.g. sport, staffroom

Prepositions:

Of place across, in, on, between etc., e.g. in the staffroom
Of accompaniment with etc., e.g. with my friends

Articles:

Definite the, e.g. the staffroom
Indefinite a, an, e.g. an appointment

Omission of article before most proper nouns, with uncountable nouns e.g. on Tuesday, You can only do powerwalking.

Pronouns:

Subject I, you, we etc., e.g. I don't like volleyball
Possessive your, her, my etc., e.g. my friends

Conjunctions:

Additive and etc., e.g. You need to go and see Ms Rogers.
Causal because, so etc., e.g. Because I was away, I didn't choose volleyball.
different, full, late etc., e.g. Most sports are full.

Adjectives:

Adverbs:

Of place away, here, there etc., e.g. I was away.
Of focus only, even etc., e.g. You can only do powerwalking.

Question formation:

'wh' e.g. Where is Ms. Rogers?
subject reversal e.g. Can't I do soccer with my friends?
'do' support when no auxiliary e.g. I don't like volleyball.

Negation:

Short answer forms:

Present tense verbs:

Past tense verbs:

Future tense verbs:

Imperative verbs:

Modals:

Simple contractions:

e.g. I didn't choose volleyball.
e.g. Yes, I have. No, I haven't. Yes, you can. No, you can't.
e.g. She's in the staffroom.
e.g. I was away.
e.g. I'll stay in volleyball.
e.g. You need to go and see Ms Rogers.
could, might, may, would etc., e.g. You can only do powerwalking
what's, I'm, it's, she's etc., e.g. I didn't choose volleyball

Text Structure and Language Features: Example 1

Text Structure -
Negotiating change

Opening/Initiation

Student: I don't like volleyball. I want to change my sport.

Response

Teacher: It's a little bit late!

Initiation

Student: But, I didn't choose volleyball. I was away.

Response

Teacher: Well that's a bit different. You need to go and see Ms Rogers.

Response/Initiation

Student: OK. Where is Ms Rogers?

Inform:

Teacher: She's in the staffroom.

Closure

Student: Thank you.

STAFFROOM (STUDENT KNOCKS)

Opening

Teacher: Come in.

Polite Opening/Initiation

Student: Excuse me Ms Rogers, I want to change my sport please.

Response

Teacher: It's a little bit late!

Inform

Student: My teacher said I could.

Clarify/Initiate

Teacher: Did he now? Why?

Response

Student: Because I was away and I didn't choose volleyball.

Inform

Teacher: Most sports are full... You can only do powerwalking or softball.

Initiation

Student: But I want to do soccer with my friends. Please?

Response

Teacher: Maybe next term.

Language Features

Use of nouns to name people, places, things, e.g. Ms Rogers, volleyball

Use of simple sentences shortened where appropriate, e.g. Maybe next term.

Use of appropriate structures and intonation for asking/answering 'wh' and polar questions

Vocabulary appropriate to exchange

Use of appropriate language for closures, e.g. Thanks Ms. Thank you.

Use of polite language, e.g. Excuse me. Thank you.

Suggested Teaching Components

- Use appropriate vocabulary
- Listen to a recount
- Ask and answer questions about a recount
- Follow the text structure and language features of a recount
- Give a recount in correct sequence
- Develop self correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level

Suggested Themes, Topics and/or Experiences

Personal experience, e.g. migration, field trips, literature themes, historical characters and events, journal, celebrations, holidays, environment

Suggested Assessment Tasks

- Give a short recount on a familiar topic
- Respond to recount, e.g. answer multiple choice, true/false questions
- Retell what someone else has just said.

Sample Strategies**Teacher directed**

- Build field knowledge with the use of pictures, videos, diagrams, word banks etc.
- Introduce recounts through the use of visuals, videos, recorded texts, etc.
- Use picture supported recount to analyse the text structure and language features
- Develop a question chart to encourage students to express feelings and attitudes in an oral recount

Joint/guided construction

- Complete dictagloss to encourage student interaction by retelling of events
- Use flashcard prompts to assist students presenting independent recounts with key structural words, e.g. Who? Where? When?
- Use text timelines, e.g. 'My Life'
- Label pictures with appropriate language features, e.g. first, next, finally

Independent construction

- Give anecdotal recount
- Retell recount using photo/picture
- Play games, e.g. board game (with events/themes on board), barrier games
- Listen to a recount and sequence pictures

Grammar Scope

Nouns:

Proper nouns e.g. Friday, Centennial Park, USA
 Common nouns e.g. teachers, roll, son, navy

Prepositions:

Of place in, on etc., e.g. in Dallas,
 Of time and date in, at, after, before, on etc., e.g. at two o'clock, in 1940
 Of purpose for, etc., e.g. for a walk, for a picnic, for civil rights
 Of accompaniment with etc., e.g. with the teacher

Articles:

Definite the, e.g. the teacher
 Indefinite a, an, e.g. a picnic
 Omission of article
 before most proper nouns,
 with uncountable nouns e.g. last Friday, He attended Harvard.

Pronouns:

Subject I, you, we etc., e.g. We arrived at the park.
 Possessive our, his, her, my etc., e.g. our school, his work in foreign affairs

Conjunctions:

Temporal when, then, firstly etc., e.g. when we arrived, Firstly our teachers marked the roll.
 Contrastive but etc., e.g. but others went for a walk
 Additive and, also etc., e.g. chatting and eating

Adjectives:

two, good, bad, great etc., e.g. a great day, They had two children.

Adverbs:

Of manner quickly, carefully, strongly etc., e.g. He campaigned strongly.
 Quantifiers very, some etc., e.g. Some students played cricket.

Quantifiers:

Question formation:

'wh' e.g. Where did you go? What did you do there?
 Subject reversal e.g. Was it on Friday? Were your friends there?
 'do' support when
 no auxiliary e.g. Did you go by train? Did you have a good day?
 Short answer forms e.g. Yes, I did. No, I didn't. Yes, she was. No, she wasn't.

Verbs:

Past tense action verbs e.g. Our school went to Centennial Park. We sat together.
 Past continuous tense
 action verbs e.g. Everyone was chatting and eating.
 Passive voice (action verbs) e.g. JFK was elected president. He is also remembered.

Text Structure and Language Features: Example 1

Text Structure - Recount

Orientation - introduces a setting and main characters/participants involved in events

Record of events

Reorientation/evaluation

CLASS PICNIC

Last Friday our class went to Centennial Park for a picnic. Our teacher made us take hats and sunblock so we didn't get sunburnt.

Firstly our teacher marked the roll and then we got on the bus. On the bus everyone was chatting and eating. When we arrived at the park some students played cricket, some played cards but others went for a walk with the teacher.

At lunch time we sat together and had our picnic. Some of us got stung by ants and a wasp climbed into my drink.

Finally at two o'clock we left for school. We had a fantastic day, but we were all exhausted.

Language Features

Use of nouns to name people, places, things, e.g. Centennial Park, school, picnic

Use of adverbial phrases to say when and where events took place, e.g. last Friday, at lunchtime, to Centennial Park

Use of conjunctions to sequence events in time, e.g. when, firstly, finally

Use of action verbs, e.g. played, went, marked

Use of past tense, e.g. left, sat

Use of adjectives to describe, e.g. fantastic

Text Structure and Language Features: Example 2

Text Structure - Factual (historical) recount

Includes a setting and main characters involved in events

Record of events

Statement of significance

Reorientation

JOHN F KENNEDY (JFK)

John Fitzgerald Kennedy was born in 1917 in Brookline, Massachusetts, USA. He was the son of Joseph P Kennedy and the brother of Robert and Edward. During World War II he served in the navy.

He attended Harvard University and graduated in 1940. In 1953 he married Jacqueline Bouvier and they later had two children.

In 1946 he was elected to the House of Representatives as a Democrat and in 1953 he entered the Senate.

JFK was elected president of the USA in 1960 when he was 43. He was the first Roman Catholic president and the second youngest president in history. He campaigned strongly for civil rights, education and equal rights for black Americans. He is also remembered for his work in foreign affairs, such as the Cuban Missile Crisis 1962.

JFK was assassinated in Dallas, Texas in 1963.

Language Features

Use of word families to build information, e.g. House of Representatives, Democrat, Senate, president

Use of action verbs, e.g. served, graduated, entered

Use of past tense as in examples above

Use of adverbial phrases of time to say when events took place, e.g. in 1917, in 1940

Use of conjunctions, e.g. and

Use of passive voice, e.g. was born, was elected

Use of noun groups to build up descriptions, e.g. the second youngest president

Use of John F Kennedy, JFK or 'he' as the beginning focus of many clauses (grammatical theme)

Suggested Teaching Components

- Use appropriate vocabulary
- Listen to a description
- Ask and answer questions about a description
- Follow the text structure and language features of a description
- Give a description in a wide range of contexts, e.g. person, scene, object, artwork
- Develop self correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level

Suggested Themes, Topics and/or Experiences

Any curriculum topic: animals, people, places, literature themes, field trips, buildings, transport, school, important events, shapes, clothing, art/craft, environment, landforms

Suggested Assessment Tasks

- Give oral presentation
- Listen and number facts in order or match key points to visuals
- Oral/aural comprehension activities

Sample Strategies**Teacher directed**

- Use a range of aural/visual stimuli to elicit and expand vocabulary
- Provide a range of modelled descriptions and identify purpose
- Provide explicit explanation of text structure and language features
- Classify language features according to topic, e.g. characters, settings, objects, feelings

Joint/guided construction

- Brainstorm a familiar subject in terms of its attributes
- Use activities to build up descriptive language especially adjectives and adjectival phrases, e.g. brainstorming, antonym and synonym grids
- Deconstruct a text by marking information on a grid of key descriptive elements
- Play guessing games, e.g. 'Twenty Questions', blindfolded taste test, 'Mystery Sound', riddles, 'Celebrity Heads'

Independent construction

- Describe a picture of a subject, e.g. a house
- Play games, e.g. barrier and compare descriptive detail using similar pictures
- Describe a family member, famous person, literary character, place or thing etc.
- Respond to comprehension questions focussing on descriptive detail

Grammar Scope

Nouns:

Proper nouns e.g. Southern Cross, Aoraki, New Zealand
 Common nouns e.g. flags, stars, equipment

Prepositions:

Of place near, in, on etc., e.g. on the blue background, in the Aoraki - Mt Cook National Park

Articles:

Definite the, e.g. the New Zealand flag
 Indefinite an, a, e.g. an independent country
 Omission of article before most proper nouns e.g., One of these is Aoraki.

Pronouns:

Subject I, you, we, it etc., e.g. It is 3754 metres high.

Conjunctions and connectives:

Additive and, also, as well etc., e.g. the New Zealand Prime Minister and the government

Adjectives:

red, six, left, middle etc., e.g. It has four red and white stars on the blue background.

Adverbs:

Of time then, tomorrow, yesterday once etc., e.g. New Zealand was once a colony
 Of degree about, approximately, almost, very etc., e.g. people need to be very careful.

Demonstratives:

this, that, these, those etc., e.g. One of these is Aoraki.

Empty subject (there/it) + existential 'be' + noun:

e.g. There are many interesting things in the South Island.

Question formation:

'wh' e.g. What colour is it? Why does it have five points?
 Subject reversal e.g. Are the stars white? Is the background blue?
 'do' support when no auxiliary e.g. Does it have stars on it?

Short answer forms:

e.g. Yes, it is. No, it isn't. Yes, it has. No, it hasn't.

Present tense verbs:

e.g. One of these is Aoraki. Its Māori name means 'cloud piercer'.
 Each year several people die on Aoraki.

Text Structure and Language Features: Example 1



Text Structure - Description

Introduction

Description - includes physical characteristics

THE NEW ZEALAND FLAG

The New Zealand flag has three colours, red, white and blue. It has four red and white stars on the blue background.

The four stars represent the Southern Cross. The Southern Cross is a group of stars in the sky above New Zealand. Each star has five points.

The British flag, which has red and white crosses on a dark blue background, is in the top left corner, because New Zealand was once a colony owned by Britain. Now it is an independent country which is a member of the British Commonwealth of Nations. The queen of England is still the head of state, but the New Zealand Prime Minister and the government are in charge of the country.

Language Features

Use of nouns that refer to a particular thing i.e. not general, e.g. The New Zealand flag

Use of describing adjectives, e.g. blue

Use of pronouns to track the subject (referencing), e.g. it

Use of detailed noun groups to build up the description, e.g. red and white crosses, in the top left-hand corner

Use of relating verbs, e.g. are, represent

Use of adverbial phrases, e.g. on the blue background

Text Structure and Language Features: Example 2



Text Structure - Description

Introduction

Description - includes physical characteristics

Background information

AORAKI (MT COOK)

There are many interesting things in the South Island of New Zealand. One of these is Aoraki (Mt Cook). Aoraki is the highest mountain in New Zealand. Its Māori name means "cloud piercer".

This mountain is 3754 metres high. It is part of the range of mountains called the Southern Alps. The mountain is in the Aoraki- Mt Cook National Park. The National Park has hundreds of unique native plants and about 40 types of native birds.

Many people visit Aoraki each year to climb the mountain. Aoraki is a very steep and dangerous mountain and people who want to climb it need to be very careful and take the right equipment, especially in winter. Each year several people die on Aoraki.

Language Features

Use of nouns that refer to a particular thing, not general, e.g. Aoraki

Use of describing adjectives, e.g. largest, nine, interesting

Use of pronouns to track the subject, (referencing) e.g. It is 3754 metres high.

Use of detailed noun groups to build up the description, e.g. a very steep and dangerous mountain

Use of relating verbs, e.g. is, are

Use of adverbial phrases, e.g. in the world, on Aoraki, in winter

Suggested Teaching Components

- Use of appropriate vocabulary
- Listen to an information report
- Ask and answer questions about an information report
- Follow the text structure and language features of an information report
- Give an information report
- Develop self correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level.

Suggested Themes, Topics and/or Experiences

Endangered animals, Solar System, plants, countries, cities, food, nutrition, health, drugs, computers, transport, rainforests, deserts, celebrations, art, famous people, money systems, education, exploration, settlement, landmarks

Suggested Assessment Tasks

- Respond to an oral text by completing comprehension activities, e.g. true/ false/not enough evidence activities, multiple choice activities, picture matching activities, grid completion.
- Research a topic with the aid of a scaffold and present the information as a report to a small group/class

Sample Strategies**Teacher directed**

- Describe the purpose of an information report, build field knowledge and explain appropriate technical language
- Identify and model the text structure and language features
- Classify information into a structured overview using pictures, labels, headings, sub-headings. Make up main ideas and details strips and students sort into categories.
- Develop and provide a checklist of criteria related to an oral presentation, e.g. use of visuals, appropriate text structure and pronunciation techniques

Joint/guided construction

- Brainstorm to develop word banks and field knowledge (Think, pair, share)
- Compare and contrast the features of a good report and a bad report
- Compile lists under headings: 'What we know' and 'What we want to find out', using a subject or picture
- Respond to texts by completing a matrix, answering comprehension questions, cloze, Dictagloss
- Have pictures of two similar animals of the same species and in pairs describe (without the partner seeing the picture) what is the same or different about them (barrier activity)

Independent construction

- Research a topic with the aid of a scaffold and present to the whole class
- Play games, e.g. 'Twenty Questions', match words to definitions/pictures, 'What am I', barrier
- Identify main points of an information report
- Demonstrate understanding of technical terms through, e.g. 'Concentration', oral cloze, true/false, picture sequencing

Grammar Scope

Nouns:

Proper nouns e.g. Australian
Common nouns e.g. kiwi, wings, sharks

Prepositions:

Of place around, in, on etc., e.g. in burrows, around the world
Of purpose for etc., e.g. for food

Articles:

Definite the, e.g. the female
Indefinite an, a, e.g. a burrow
Omission of article before most proper nouns, and with uncountable nouns e.g. of New Zealand

Pronouns:

Subject it, they etc., e.g. They grow.
Object it, them, him, her, us etc., e.g. They eat it in big pieces.
Possessive out, her, my, these those their etc., e.g. Their skeletons are made from cartilage.
Demonstrative e.g. used these for cloaks

Conjunctions and connectives:

Contrastive but, although etc., e.g. Other fish have bones but sharks don't.
Additive and, also, as well etc., e.g. worms, insects and berries
Causal because, so etc., e.g. so they can move easily in the water

Adjectives:

e.g., greyish-brown, large, big, the bird family (bird is working as an adjective here)

Adverbs:

Of frequency usually, always, sometimes, never etc., e.g. but they don't usually attack people.
Of manner easily, quickly, carefully etc., e.g. They move easily in the water.
Of degree about, approximately, nearly etc., e.g. about a metre

Quantifiers:

most, very, some etc., e.g.

Question formation:

'wh' e.g. Where do they live? What do they eat?
Subject reversal e.g. Are sharks fish?
Modal 'can' e.g. Can sharks move easily?
'do' support when no auxiliary e.g. Do kiwi eat meat?

Negation:

e.g. Sharks don't chew most food.
Short answer forms: e.g. Yes, they do. No, they don't. Yes, it has. No, it hasn't. Yes, it is. No, it isn't.

Infinitive verbs:

e.g. They come out to feed at night..

Modals:

e.g. They may eat fish.

Simple contractions:

don't, what's, isn't etc., e.g. Sharks don't chew most food.

Text Structure and Language Features: Example 1



Text Structure - Information Report

Title

General statement - identifies and classifies

Description - includes appearance, behaviour habitat, habits, breeding and interaction with humans

Background Information

KIWI

Kiwi are small New Zealand native birds. They belong to the bird family.

Kiwi are usually grayish-brown in colour, but some kiwi are spotted. They grow to about the size of a chicken and. have very long beaks for digging in the forest floor.

They are flightless birds, which means that they cannot use their wings.

Kiwi live in the forest areas of New Zealand. They are nocturnal birds which sleep during the day and come out to feed at night.

They eat worms, insects and berries.

The female kiwi lays its large white eggs in a burrow and the male looks after the eggs and keeps them warm for about 80 days until they hatch.

The Māori people valued the feathers of the kiwi and used these for making cloaks. Kiwi are now in danger from dogs, stoats, possums and other harmful pests.

Language Features

Use of general nouns, e.g. kiwi

Use of timeless present - typical of much scientific writing, e.g. are, eat, lays, live

Use of past tense verbs to show that something happened in the past.e.g The Māori people valued the feathers.

Use of relating verbs, e.g. are, have

Use of adverbial phrases to locate, e.g. in a burrow

Use of technical language, e.g. nocturnal

Use of nouns to build topic information, e.g. insects, berries, burrow

Use of pronouns to stand for nouns to help cohesion in text e.g. used these (the feathers) for cloaks

Use of adverbial phrases to build description, e.g. for digging

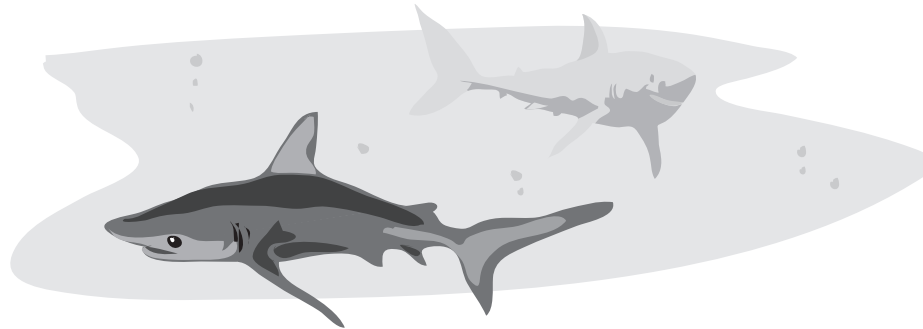
Use of adjectives to describe, e.g. flightless

Note the suffix - less showing that something is not there - in this case the ability to fly; the suffix - ful (harmful) showing that something has or is full of something (in this case the animal pests are full of harm - or danger to kiwi)

Use of action verbs to build information, e.g. lays, looks after

Use of sentences and statements throughout

Text Structure and Language Features: Example 2



Text Structure - Information report

General statement - Identifies and classifies

Description - includes habitat, appearance, feeding habits etc.

SHARKS

Sharks are fish. They belong to the group called Elasmobranchii.

Sharks live in waters all around the world. They live in every ocean and in some rivers and lakes.

Other fish have bones but sharks don't. Their skeletons are made from cartilage which is not as hard as bone.

Sharks can range in size from 18cm to 15m but most sharks are in the middle, around 1.5m - 2.1m in length. Most sharks have bodies shaped like cigars so they can move easily in the water.

Sharks have about 5 rows of teeth. The front teeth are the biggest. Sharks don't chew most food. They eat it in big pieces. Many people are afraid of sharks because of their big teeth but they don't usually attack people.

All sharks are carnivores (meat eaters) and they may eat fish, squid, other sharks, marine mammals and other small animals.

Language Features

- Use of sentences and statements throughout
- Use of general nouns, e.g. sharks
- Use of timeless present tense – typical of much scientific writing, e.g. are, belong, live
- Use of relating verbs, e.g. are, have
- Use of adverbial phrases to locate, e.g. in the middle, in some rivers and lakes
- Use of technical language, e.g. elasmobranchii, carnivores
- Use of nouns to build topic information, e.g. skeleton, bones
- Use of adverbial phrases to build description, e.g. from cartilage
- Use of adjectives to describe, e.g. hard, biggest, big
- Use of action verbs to build information, e.g. move, eat

Suggested Teaching Components

- Use appropriate vocabulary
- Listen to a procedure
- Ask and answer questions about a procedure
- Follow the text structure of a procedure
- Outline a procedure
- Develop self correction techniques through paying attention to articulation, information, stress, rhythm, phonological features at word, phrase and clause level

Suggested Themes, Topics and/or Experiences

Recipes, class instructions, scientific experiments, computers, craft, games, everyday procedures, resuscitation, solid shapes, flow charts, models, geometry, fire drill, first aid

Suggested Assessment Tasks

- Students complete a task from oral instructions
- Sequence a procedure using language features, e.g. time connectives
- Give spoken instructions

Sample Strategies**Teacher directed**

- Use sequenced pictures, videos and demonstrations to elicit vocabulary and build field knowledge
- Provide a range of simple guided procedures and identify purpose
- Introduce and model the text structure and language features
- Demonstrate the use of action verbs and adverbial phrases with the use of visual stimuli

Joint/guided construction

- Introduce materials/equipment needed to complete a procedure through picture bingo, 'Concentration', 'What is missing?' etc.
- Brainstorm purpose and audience of particular procedures
- Respond physically to directions/instructions, e.g. origami, 'Cat's Cradle'
- Listen to an unfamiliar procedure and identify type through collocation/association, e.g. measure, cut, boil - cooking

Independent construction

- Sequence steps by numbering pictures while listening to a simple procedure
- Retell a procedure and others follow instructions
- Role play a familiar procedure
- Play games focussing on key words, e.g. 'Simon Says', 'Blind Man's Walk'

Grammar Scope

Nouns:

- Proper nouns e.g. Casio 82TL
- Common nouns e.g. beakers, water, marker pen, calculator

Prepositions:

- Of place in, on etc., e.g. on the outside, in a warm place
- Of accompaniment with etc., e.g. with water, with algebraic logic
- Of duration for, since etc., e.g. for a few days

Articles:

- Definite the, e.g. the beakers, the number
- Indefinite an, a, e.g. a foil cover

Conjunctions:

- Contrastive or, but, although etc., e.g. or similar calculator
- e.g. both, warm, few, similar

Adjectives:

Question formation:

- 'wh' e.g. What do you do first? When do you add the water?
- Subject reversal e.g. Is the water level the same?
- 'do' support when no auxiliary e.g. Does the water level change?
- Modal 'can' e.g. Can you see a difference?

Short answer forms:

- e.g. Yes, it does. No, it doesn't. Yes, it has. No, it hasn't.
- Yes, it is. No, it isn't.

Imperative verbs:

- e.g. fill, put, leave, press, type, read

Infinitive verbs:

- e.g. To find out about evaporation. How to use a calculator to find the square root of a number.

Text Structure and Language Features: Example 1

Text Structure - Procedure

Note: This is not the text structure for a science experiment report. This is only the part known as method.

Goal or aim**Materials and/or equipment****Steps to accomplish goal****EVAPORATION****Aim:**

To find out about evaporation.

Equipment:

50ml water beakers, some aluminium foil, marker pen,

Method:

1. Fill two beakers with the same amount of water.
2. Mark the water level on the outside of each beaker.
3. Put a foil cover over one of the beakers.
4. Leave both beakers in a warm place for a few days.
5. Measure the water level in both beakers.
6. Write down the results.

Language Features

Use of nouns and noun groups, e.g. beakers, marker pen

Use of commands, e.g. fill, mark

Use of action verbs, e.g. write down, measure

Use of adverbial phrases, e.g. in a warm place, with the same amount

Use of technical language to build up the field, e.g. evaporation, beakers

Use of numbers to indicate order of events

Text Structure and Language Features: Example 2

Text Structure - Procedure

Goal or aim

Materials and/or equipment

Steps to accomplish goal

HOW TO USE A CALACULATOR TO FIND THE SQUARE ROOT OF A NUMBER.

Casio 82TL (or similar calculator with algebraic logic)

Method:

1. Press the ON key.
2. Press the $\sqrt{\quad}$ (key) .
3. Type the number.
4. Press the = (key).
5. Read the answer (to the required number of places).

Language Features

Use of nouns, e.g. calculator, square root

Use of commands, e.g. press, type, read

Use of action verbs, e.g. type, press, read

Use of adverbial phrases, e.g. to the required number of places

Use of technical language to build up the field, e.g. square root, logic

Use of numbers to indicate order of events

Suggested Teaching Components

- Use appropriate vocabulary
- Listen to a narrative, e.g. narrative poems and ballads, short stories, legends, myths, graded readers, factual narratives (note the difference between a narrative and a recount is the existence of a problem and resolution in a narrative)
- Ask and answer questions about a narrative
- Identify key elements of a narrative, e.g. plot, events, characters, setting
- Follow the text structure of a narrative
- Retell the narrative in different registers and modes
- Develop self-correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level

Suggested Themes, Topics and/or Experiences

Literature themes, drama, films, legends and folktales of all cultures

Suggested Assessment Tasks

- Use a visual stimulus to retell the story
- Complete simple comprehension exercises
- Remember to use the teaching and learning tasks for assessment tasks as well.

Sample Strategies**Teacher directed**

- Use visual stimuli and sound effects to elicit vocabulary and build mood/field knowledge
- Introduce the purpose and text structure through a range of simple narratives, e.g. short stories, folk tales, legends, readers
- Analyse structure and language features
- Familiarise students with speech and presentation conventions, e.g. pausing, varying pace, stress, facial expressions, gestures
- Change the mode or register of the narrative (translate to visual text - eg story board, make up a song) For Writing component of this programme, rewrite in a different text form which has been modelled - e.g. as a news report)
- Play retell games, e.g. the 'Hot Seat Game', 'Story, Story Die', 'Advance/Extend', (See Strategies Glossary)

Joint/guided construction

- Develop a semantic web based on words that differ by shades of meaning from a given word, e.g. said, - grumbled, whispered, screamed
- Complete a Dictagloss or complete an oral cloze
- Respond to characters and events in a story by miming facial expressions, gestures and body movement

Independent construction

- Sequence pictures and retell in small groups
- Role play or dramatise a familiar narrative
- Change the resolution of the narrative and present to class in groups

Text Structure and Language Features: Example 1

Text Structure - Narrative

Title

THE LEGEND OF DAEDALUS AND ICARUS

Orientation - introduces main characters

A long time ago, on the island of Crete, there lived a cruel king called Minos. He had many prisoners on the island. Among these prisoners were an inventor called Daedalus, and his son Icarus.

Initial complication

Minos kept the harbours in the sea under guard so nobody could escape. "Very well," Daedalus told Icarus, "we'll try the sky." He meant that they would fly away from the island, like birds.

Record of events

Daedalus gathered all the feathers he could find, then he stuck them together with wax to make two pairs of wings. "Now you can fly," he whispered to Icarus. "Listen to me carefully. Here are the rules for flying to keep us safe. Stay close behind me. Don't fly too high because the sun will melt the wax. Don't fly too low, as the water will make the feathers wet and heavy." Late that evening, when the sun had set, they took off from the edge of a cliff, soaring like eagles.

Complication - includes record of events

They flew quietly through the dark night and after a few hours the sun rose. At first, Icarus obeyed the rules, but then he forgot, because he was having too much fun. He flew closer and closer to the hot sun. Daedalus called out to him, but there was no answer.

Resolution

Daedalus turned back to look for his son, with fear in his heart. He saw nothing but a few feathers floating on the sea. When he realised that his son had drowned, he let out a cry of grief and tears rolled from his eyes. His son was gone forever.

Coda

The island near where legend says that Icarus fell into the sea is called Icaria.

Language Features

Identification of main characters by name e.g Minos, Daedalus

Use of word families to build information, e.g. birds, fly, wings, feathers

Use of action verbs, e.g. gathered, obeyed

Use of imperatives, for giving rules. "Stay close", "Don't fly too close."

Use of various tenses including present, past, future, e.g. here are, were, obeyed, will melt, (but mainly past describing events that happened in the past.)

Use of direct speech, e.g. "Now you can fly," he whispered to Icarus.

Use of saying verbs, e.g. told, whispered

Use of thinking verbs, e.g. realised, meant

Use of connectives of time to sequence events, e.g. at first, when

Use of connectives of cause and effect to show connections between events e.g. because, as

Use of complex sentences, e.g. When realised that his son had drowned he let out a cry of grief and tears rolled from his eyes.

Text Structure and Language Features: Example 2

Text Structure - Factual Narrative

Title

Orientation - introduces main character

Initial complication and record of events

Complication - includes Evaluation

Resolution

SHARK

It was a warm day in March. I was very excited. The day had finally come. I was in the Dragon Boat team for the National Championships.

I got up very early and exercised as always. Then after breakfast my dad drove me to Oriental Bay. My team arrived and it was time to start.

Ready, set and the starting gun went off. We began in third position and were slowly moving closer. There they were. We could see the second boat and then we did it. We moved past. My arms were aching. My whole body was sore but we all rowed harder.

The first boat was just in front when I saw a dark shadow near the boat. I looked again. What was it? I was sure it was the shape of a cigar. "Oh no," I thought, "I must be seeing things. A shark in Oriental Bay? Impossible!"

Just then I felt a hard tug and I pulled my paddle out of the water. "Why only half a paddle?" I thought. Then I knew. I shouted to my team. "Shark! Shark!" and suddenly we forgot the race. We paddled faster than ever back to shore. We made it. At last, we were safe!

Language Features

Use of word families to build information, e.g. National Championships, boat, paddle, race

Use of action verbs, e.g. exercised, went off, moved, drove

Use of various tenses including present, past and infinitive (simple, continuous and perfect forms), e.g. must be seeing, was, looked, were moving, to start

Use of direct speech, e.g. "Shark! Shark!"

Use of saying verbs, e.g. shouted

Use of thinking verbs, e.g. thought

Use of time conjunctions, e.g. then, when

Use of compound sentences, e.g. We began in third position and were slowly moving closer.

Use of adjectives, e.g. excited, closer, faster

Use of adverbs, e.g. slowly, always, harder

Use of adverbial phrases, e.g. near the boat, in front

Suggested Teaching Components

- Use appropriate vocabulary (for general and specific, technical words)
- Listen to an explanation
- Ask and answer questions about an explanation
- Follow the text structure and language features of an explanation with visual cues
- Retell events in an explanation in correct sequence
- Develop self correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level

Suggested Themes, Topics and/or Experiences

Any curriculum area – e.g. life cycles, food chains, migration, periods in art, computers, conflict between Māori and white settlers over land, historical events, volcanoes, weather, water cycle, mathematical problems, technology

Suggested Assessment Tasks

- Sequence events or pictures
- Complete simple oral comprehension exercises (grid completion)
- Explain a diagram or other visual

Sample Strategies**Teacher directed**

- Use visual stimuli/brainstorm activities (Think, Pair, Share) to elicit vocabulary and build field knowledge especially of technical terms
- Introduce explanations through the use of visual stimuli and recorded texts
- Model text structure and language features using visual support
- Demonstrate words that show cause and effect

Joint/guided construction

- Compare pictures or diagrams that relate to an explanation from two different sources, e.g. 'The Life Cycle of a Frog' and 'The Life Cycle of a Butterfly' to show differences and similarities
- Develop a set of questions focussing on time connectives, e.g. What happens first? What happens next?
- Make a class chart of the explanation stages
- Predict causes of a phenomenon

Independent construction

- Sequence events or pictures
- Retell a simple visually supported explanation
- Reconstruct a simple explanation using visual texts, e.g. flow charts, timelines
- Match pictures and diagrams to stages
- Complete oral cloze

Grammar Scope

Nouns:
 Common nouns e.g. grasshoppers, wings, skin, tongue, muscle, saliva

Prepositions:
 Of place to, in, on, over etc., e.g. to the stomach
 Of time and date in, on, after, before etc., e.g. in late summer, in spring

Articles:
 Definite the, e.g. the tongue, the stomach
 Omission of article before most proper nouns, with uncountable nouns e.g. This process is called peristalsis.

Pronouns:
 Subject I, you, we, they, it etc., e.g. They are adults, It moves food around the mouth.
 Possessive our, her, my, their etc., e.g. They shed their skins.
 Relative that, which etc., e.g. It contains an enzyme that starts to break down carbohydrate.

Conjunctions:
 Contrastive but, although etc., e.g. but they have no wings
 Additive and, also, as well etc., e.g. Male and female grasshoppers mate.
 Temporal when, first, second, finally etc., e.g. Saliva wets the food when it is in the mouth.

Adjectives: e.g. male, female, adult, young, bigger, salivary

Adverbs:
 Of manner physically, quickly, carefully etc., e.g. The teeth physically break up the food.

Question formation:
 'wh' e.g. What happens after the female lays the eggs? When are grasshoppers fully grown? What is peristalsis?
 Subject reversal e.g. Is this grasshopper fully grown?
 'do' support when no auxiliary e.g. Does a baby grasshopper have wings?
 Modal 'can' e.g. Can a grasshopper fly?

Negation: e.g. Newborn grasshoppers don't have wings.

Short answer forms: e.g. Yes, it does. No, it doesn't. Yes, it has. No, it hasn't. Yes, it is. No, it isn't.

Verbs:
 Present tense verbs e.g. hatch, grow, mate, has, break up, contains
 Infinitive verbs e.g. It moves food around the mouth to meet the tongue.
 Passive voice e.g. The tongue is made of muscle. After the food is chewed don't, isn't, what's etc., e.g. Newborn grasshoppers don't have wings.

Simple contractions:

Text Structure and Language Features: Example 1



Text Structure - Explanation

Statement of phenomenon

Explanation sequence - series of events

THE LIFE CYCLE OF A GRASSHOPPER

Grasshoppers are insects. Adult male and female grasshoppers mate in late summer. After that, female grasshoppers lay eggs. Then both adults die.

The eggs hatch in spring. Newborn grasshoppers look like the adult grasshoppers but they don't have wings.

Next the young grasshoppers grow wings. They shed their skins or 'moult' five or six times as they grow bigger.

They are adults when their wings are as long as their bodies.

Language Features

Use of general nouns, e.g. grasshoppers

Use of variety of action verbs to build topic information, e.g. mate, die, shed, grow

Use of classifying adjectives, e.g. male, female, baby

Use of describing adjectives, e.g. young

Use of comparative adjectives, e.g. bigger

Use of time conjunctions, e.g. when

Note: 'then' can be inserted between sentences to indicate a time sequence of events

Text Structure and language Features: Example 2

Text Structure - Explanation

Statement of phenomenon

Explanation sequence - series of events

THE BEGINNING OF DIGESTION

The adult human usually has 32 teeth, of four basic types. The teeth physically break up our food into smaller pieces.

The tongue is made of muscle. It moves food around the mouth to meet the teeth. Saliva from the salivary glands wets the food when it is in the mouth. Saliva makes the food easy to swallow. It contains salivary amylase which is an enzyme, that starts to break down any carbohydrate in the food.

After the food is chewed it is swallowed and passed through the food pipe (oesophagus) to the stomach. This process is called peristalsis.

Language Features

Use of general nouns, e.g. human tongue

Use of action verbs to build topic information, e.g. break up, moves, wets

Use of classifying adjectives, e.g. adult, salivary

Use of describing adjectives, e.g. four, easy

Use of comparative adjectives, e.g. smaller

Use of time conjunctions, e.g. after

Use of passive voice to change the focus of the grammatical theme, (the first element of the sentence) e.g. Food is chewed. The tongue is made of muscle.

Use of technical vocabulary, e.g. salivary, amylase, peristalsis

English Language Intensive Programme
Primary Resource

Stage 2

Reading, Understanding and Responding

Suggested Teaching Components

- Develop appropriate general and technical vocabulary and knowledge of prefixes and suffixes and root words used in scientific contexts
- Follow the text structure and language features of a recount
- Understand the purpose of a recount
- Understand and respond to events from a recount either orally or in writing
- Read aloud and silently a recount with particular attention to:
 - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
 - practising segmenting words into syllables
 - chunking language into meaningful chunks
 - punctuation conventions
 - stress, rhythm and intonation

Suggested Themes, Topics and/or Experiences

Biographies of figures related to learning in curriculum areas (maths, science, history, technology, sport, arts), personal experience, e.g. migration, field trips, historical characters and events, journal, celebrations, holidays, environment

Suggested Assessment Tasks

- Complete comprehension activities, e.g. labelling, matching, 'wh', true/false or multiple choice questions, sequencing, cloze

Sample Strategies**Teacher directed**

- Elicit and practise vocabulary using pictures, maps, timelines, Before and After Vocabulary grids, concept circles etc.,
- Discuss the difference between different types of reading - reading for pleasure, reading for general understanding (gist), reading for information (main ideas and details)
- Model oral reading emphasising pronunciation, intonation, stress, rhythm etc.
- Identify text structure through a range of recounts
- Identify purpose of text, e.g. to give historical, personal, biographical information

Joint/guided construction

- Deconstruct text using timeline, 'wh' questions, jigsaw, matrix
- Reinforce structure using, e.g. cloze, sequencing, time line, comparison of recounts
- Extend vocabulary through semantic mapping, classifying, word building etc.(prefix and suffix and root word study)
- Play games, e.g. barrier games, matching

Independent construction

- Reconstruct texts - matching pictures/texts/articles to headlines; sequencing; highlighting words/sections
- Develop questions for prediction and during and after reading, using 3 Level Thinking Guides and other structures
- Complete reference exercises (Following pronoun reference trails, other connectives, identifying substitution), vocabulary word chains

Grammar Scope

Nouns:

Proper nouns e.g. Cook, Tahiti, Great Southern Land, Rotorua

Common nouns e.g. coast, spears, ship, trip, village

Prepositions:

Of place at, to, in, on etc., e.g. from England, to Tahiti
about 180 kilometres away

Of time and date in, at, after, before, on etc., e.g. in 1769, on 19 April 1770

Of purpose for etc., e.g. for a walk,

Of accompaniment with etc., e.g. with their daypacks and lunch

Articles:

Definite the, e.g. the Endeavour, the motorcamp

Indefinite an, a, e.g. a musket, a guide

Omission of article before
most proper nouns,
with uncountable nouns,

e.g. in Tahiti, on Thursday

Pronouns:

Subject he, I, you, we etc., e.g. at first he couldn't

Object them, him, her, us etc., e.g. they didn't have to carry them.

Possessive his, their, my etc., e.g. his second-in-command, their landing

Relative which, who, where, that etc., e.g. who resisted their landing,
which are small decorations.

Conjunctions: and connectives

Temporal when, then, firstly, finally etc., e.g. when he arrived

Contrastive but, e.g. but at first he couldn't

Additive and etc., e.g. Cook fired a musket and hit one of them.

Causal because, so, such as etc., e.g. because they wanted to walk, so
they anchored in a bay

Adjectives: e.g. thermal, hot, steaming, long, difficult

Note that there are not many opinion adjectives, as this is a factual recount.

Adverbs:

Of time today, yesterday etc., e.g. Today this bay is called Botany Bay.

Of manner quickly, loudly etc., e.g. The Aboriginal man shouted loudly.

Of place here, there etc., e.g. There they were shown...

Quantifiers: many, very, some etc., e.g. some students

Question formation:

'wh' e.g. Where did Cook go? What did Cook do there?

Subject reversal e.g. Was it in 1770? Were there any native people there?

'do' support
when no auxiliary e.g. Did he travel by ship? Did Cook find the Great Southern Land?

Negation: e.g. He couldn't.

Short answer forms: e.g. Yes, he did. No, he didn't. Yes, it was. No, it wasn't.

Verbs:

Past tense verbs e.g. met, decided, took, arrived, spent, walked

Passive voice e.g. They were shown this by a guide.

Verbal nouns (nominalised forms and gerunds):

e.g. resisted their landing, after leaving

didn't, couldn't, isn't etc., e.g. He couldn't.

Simple contractions:**Punctuation and text organisation:**

e.g. apostrophes, question marks, upper/lower case, full stops,
commas, paragraphs

Text Structure and Language Features: Example 1

**Text Structure - Historical Recount
Title**

CAPTAIN JAMES COOK – A NEW ARRIVAL

**Orientation - provides background
information**

In 1769 King George III of England told Captain James Cook, an explorer, to go to Tahiti to measure the transit of Venus, one of the planets, but also to secretly look for the Great Southern Land. This was the name that the English gave to the land which they believed was on the other side of the world from England and Europe.

Record of events

After leaving Tahiti, Cook tried to find the Great Southern Land but at first he couldn't. Later, on the way back to England, he sailed west because he wanted to go to van Diemen's Land (now called Tasmania) but a gale blew his ship, Endeavour, north. His second-in-command, Lieutenant Hicks, was the first to see the Australian mainland on 19 April 1770.

After sailing up the South Australian coast for nine days, Cook and his crew needed fresh water so they anchored in a bay.

They saw two Aboriginal men who resisted their landing. The Aboriginal men shouted loudly and shook their spears. However, Cook took no notice and landed.

The Aboriginal men again threatened Cook who fired a musket and hit one of them. Then the Aboriginal men ran into the bush.

Reorientation

Cook then named the bay Stingray Harbour. Today this bay is called Botany Bay.

Language Features

Use of word families to build topic information, e.g. voyage, ship, sailing, anchored

Use of complex clauses to relate meanings causally, (reason/result) e.g. The Aboriginal men threatened them so Cook fired a musket and hit one of them.

Use of action verbs, e.g. fired, ran

Use of thematised main participants, (i.e. as the first element of the sentence because the identity of the human participants in the text are very important facts) e.g. the Aboriginal men or they, Cook or he

Use of technical terms, e.g. musket, anchored, transit

Use of conjunctions, of addition e.g. and, but also, reason/result e.g. so, and time, e.g. after

Use of noun groups to build up description, e.g. the Aboriginal men

Use of connectives to sequence events, e.g. then

Text Structure and Language Features: Example 2

Text Structure - Personal Recount

Orientation - provides background information

Record of events

Reorientation

A FIELD TRIP TO ROTORUA

Two weeks ago some students from our school went to Rotorua for a three day field trip. We decided to go there because we wanted to see the thermal activity.

At 8 o'clock on Wednesday morning we met our teachers at school. Then we travelled for three hours on the bus to Rotorua, about 180 kilometres away. It was hot on the bus and some students went to sleep.

After arriving at Rotorua, we found the motorcamp and were taken to the bunkhouse. When we had unpacked, we went for a walk around Kuirau Park and saw the steam coming out of the ground and the mud pools boiling and bubbling. We had to stay on the paths in case we fell into the hot water.

After that, we walked down to Lake Rotorua and saw Mokoia Island in the middle of the lake. Our teacher told us the legend of Hinemoa, who swam to the island at night, guided by the flute of her lover, Tūtānekai.

On Thursday we went to Whakarewarewa Māori Village. There a guide showed us how the Māori people used to cook food in steaming hot pools and where the geysers of hot water came out of the ground. We also saw a Māori concert party who sang waiata (Māori songs) and performed a haka (war dance) and a dance with poi, which are small soft balls made of dried grasses or plastic.

The next day we left early for the long difficult walk up Mt Tarawera, with our daypacks and lunch. When this mountain last erupted in 1886, it killed many people and destroyed villages and the Pink and White terraces, a famous tourist attraction.

In the evening we packed up and went back home on the bus. We were tired but felt happy after a very good time.

Language Features

Use of word families to build topic information, e.g. mudpools, steam, Rotorua, boiling, bubbling

Use of connectives to sequence events, e.g. then, after

Use of adverbial phrases of time to sequence events, e.g. at night, at 8 o'clock (often used as the first element of the sentence, as this is a recount, so the order of events is important)

Use of prepositional phrases to identify details relating to events e.g. around Kuirau Park, in the middle of the lake

Use of complex clauses to relate meanings causally, e.g. They had to stay on the paths in case they fell into the hot water.

Use of action verbs, e.g. went, walk, swam, erupted

Use of complex noun groups to build up description, e.g. the long difficult walk, the Pink and White terraces, a famous tourist attraction

Suggested Teaching Components

- Develop appropriate general and technical vocabulary and knowledge of word parts, especially prefixes and suffixes and root words used in scientific contexts
- Understand the text structure and language features of a description
- Understand the purpose of a description
- Understand and respond to a description either orally or in writing
- Read aloud and silently a description with particular attention to:
 - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
 - practising segmenting words into syllables
 - chunking language into meaningful chunks
 - punctuation conventions
 - stress, rhythm and intonation

Suggested Themes, Topics and/or Experiences

All curriculum areas - animals, people, places, literature themes, field trips, houses, transport, school, important events, shapes, clothing, art/craft, environment, landforms, equipment, Personally relevant contexts - country of origin, own festivals, costumes, music, family

Suggested Assessment Tasks

- Complete cloze (structural and content)
- Complete comprehension activities, e.g. illustrating, labelling, matching, 'wh', true/false or multiple choice questions, matrix of attributes and features

Many of the teaching and learning tasks can be used for assessment as well.

Sample Strategies**Teacher Directed**

- Elicit vocabulary and build field using visuals such as diagrams, maps, photographs and Before and After Vocabulary grids, concept circles etc
- Model oral reading emphasising pronunciation, intonation, rhythm, stress etc. and discuss in what contexts you find descriptions (both by themselves and as parts of other text types)
- Demonstrate text structure and purpose in various texts - to describe living things, places, scientific phenomena e.g. cyclones
- Reconstruct text

Joint/guided construction

- Brainstorm, (Think, Pair, Share) describe, list, compare/contrast vocabulary and/or concepts
- Ask and answer questions, using structures such as 3 Level Thinking Guides. Discuss different sorts of questions.
- Find, list and classify language features and relate to author's purpose
- Play games, e.g. barrier, 'Who am I'

Independent construction

- Complete comprehension activities, e.g. illustrating, labelling, matching, 'wh', true/false or multiple choice questions, matrix of attributes and features
- Complete cloze (structural e.g. focus on pronouns, or verb phrases, or noun phrases) or content words
- Collect examples of descriptions and use as models for own text.
- Select/highlight descriptive words/phrases and identify purpose

Grammar Scope

Nouns:

Proper nouns	e.g. Olympic, Athens
Common nouns	e.g. flag, rings, planet, gases
Words used both as nouns and adjectives	e.g. ozone is a very important gas (noun), the ozone layer (adjective)

Prepositions:

Of place	in, on etc., e.g. in the centre, above the Earth
Of time and place	on, after, before etc. e.g. on 12 July
Of accompaniment	including, with etc., e.g., along with the Olympic flame

Articles:

Definite	the, e.g. the Olympic flag
Indefinite	an, a, e.g. a powerful symbol
Omission of article before most proper nouns, with uncountable nouns	e.g. in Athens, Earth, ozone

Pronouns:

Subject	I, you, we, they it etc., e.g. They are the troposphere, stratosphere, mesosphere and thermosphere,
Object	him, her, us, it etc., e.g. to enable us
Relative	who, which, that etc., e.g. which is 50-80 km above the Earth
Possessive	our, his etc e.g. our planet

Conjunctions and connectives:

Additive	and, also as well etc., e.g. blue, yellow, black, green and red
Causal	because, so etc., e.g. because he believed that the world was ready for this new international sporting competition
Adjectives:	e.g. thin, first, red, black

Adjectives:**Adverbs:**

Of frequency	mostly, always, sometimes, never etc., e.g. It is mostly found.
Of place	here, there etc., e.g. here in the troposphere

Demonstratives:

this, that, these, those, e.g.

Quantifiers:

very, some etc., e.g. a very important gas

Empty subject (there/it) + existential 'be' + noun:

e.g. There are four layers in the atmosphere.

Question formation:

'wh'	e.g. What colour is it? Why is the background white?
Subject reversal	e.g. Is the circle yellow? Is the background blue?
'do' support	
when no auxiliary	e.g. Does it have an orange circle on it? Is there more oxygen than nitrogen?

Short answer forms:

e.g. Yes, it is. No, it isn't. Yes, it has. No, it hasn't.

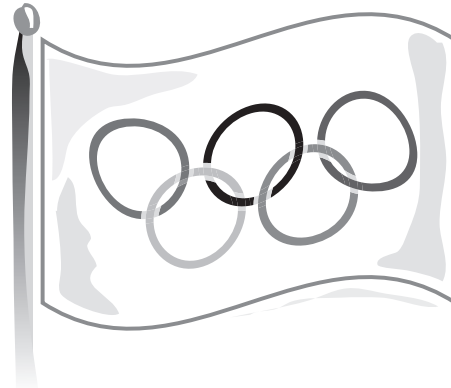
Verbs:

Present tense verbs	e.g. Most weather is here.
Past tense verbs	e.g. Baron Pierre de Coubertin designed the flag
Passive voice	e.g. The air must be pressurised.
Simple contractions	e.g. What's, it's, isn't etc., e.g. - there's not enough oxygen

Punctuation:

e.g. apostrophes, question marks, upper/lower case, full stops, commas, paragraphs

Text Structure and Language Features: Example 1



THE OLYMPIC FLAG

The Olympic flag, along with the Olympic flame, is a powerful symbol of the modern Olympic games. It is raised at the opening ceremony, then a flock of pigeons is released to show that the games are open. After this, the Olympic flame is lit. During the closing ceremony, the flame is extinguished, and then the flag is lowered. The first modern Olympics were held in Athens in 1896.

The Olympic flag has a white background and in the centre there are five interlaced rings. These rings are blue, yellow, black, green and red. The blue ring is on the left next to the pole. These rings symbolise the five continents joined together in the Olympic Movement.

Baron Pierre de Coubertin of France, who began the first modern Olympic games, designed the flag. He started the modern Olympics, based on the sports competitions in Ancient Greece, because he believed that the world was ready for this new international sporting competition.

Language Features

Use of nouns that refer to a particular thing, e.g. The Olympic flag

Use of pronouns to track the subject, e.g. it

Use of describing adjectives, e.g. yellow, red, powerful

Use of prefixes which give help give clues to the meanings of words. e.g. ex - meaning out - shows that ex-tinguished means to put out, other prefixes - re - sym

Use of suffixes - -ment, ition - ful - showing noun and adjective forms

Use of detailed noun groups to build up the description, e.g. five interlaced rings, the five continents joined together in the Olympic Movement

Use of relating verbs, e.g. is, represents

Use of adverbial phrases to add detail, e.g. in the Olympic Movement, next to the pole, when the games are open

Text Structure - Description

Introduction to the subject

Description - including physical characteristics

Text Structure and Language Features: Example 2

Text Structure - Description

Introduction to the subject

Description - of particular characteristics

THE ATMOSPHERE

The atmosphere is a thin blanket of gases which is wrapped around our planet, Earth. The two main gases in the atmosphere are nitrogen (78%) and oxygen (21%). The remaining 1% includes a number of other gases and water vapour. Without the atmosphere, there would be no life as we know it on Earth.

There are four layers in the atmosphere. They are the troposphere, the stratosphere, the mesosphere and the thermosphere. The air gets thinner and colder as it goes up higher in the atmosphere.

The troposphere is the first layer. It reaches 12 kilometres above Earth and contains three-quarters of the atmosphere's gases. It is thick and like soup. Most weather is here in the troposphere.

The second layer is the stratosphere, which is found 12-50 kilometres above Earth. It contains a thin layer of ozone, a very important gas. Ozone protects our planet from the harmful ultraviolet rays from the Sun. The ozone layer in the stratosphere has been damaged by pollution from Earth. It is too hard for humans to breathe in the stratosphere, because there's not enough oxygen. To enable us to breathe at this height, the air must be pressurised, as it is in planes.

The third layer is the mesosphere which is 50-80 kilometres above Earth. Meteors from space burn up in the mesosphere.

The fourth layer is the thermosphere, 80-300 kilometres above Earth and beyond this is outer space.

Language Features

Use of nouns that refer to a particular thing, e.g. our planet, the Earth.

Use of technical nouns, e.g. stratosphere

Note. It is very important to learn that prefixes and suffixes can be used to help build understanding of word families - e.g. -sphere, stratos-

Use of pronouns to track the subject, e.g. it, us

Use of describing adjectives, e.g. thin, and determiners - e.g. other gases

Use of detailed noun groups/phrases, e.g. the two main gases, the harmful ultra-violet rays from the Sun (the prepositional phrase - from the Sun - is embedded in or part of, the noun phrase)

Use of relating verbs, e.g. is, has

Use of adverbial phrases, e.g. from Earth, above the Earth, at this height

Use of passive voice, e.g. It is found in 12-50 kms above the Earth, the air must be pressurised

Text organisation - Most sentences begin with a similar structure (ie. a similar grammatical theme) - which orders the information, first-fourth layer

Suggested Teaching Components

- Develop appropriate vocabulary especially prefixes and suffixes and root words used in scientific contexts
- Follow the text structure and language features of an information report
- Understand the purpose of an information report
- Understand and respond to an information report either orally or in writing
- Read aloud and silently an information report with particular attention to:
 - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
 - practising segmenting words into syllables
 - chunking language into meaningful chunks
 - punctuation conventions
 - stress, rhythm and intonation

Suggested Themes, Topics and/or Experiences

All curriculum areas - endangered animals, Solar System, plants, countries, cities, food, nutrition, health, drugs, computers, transport, ecosystems, celebrations, art, famous people, money systems, education, exploration, settlement, landmarks

Suggested Assessment Tasks

- Find topic word of sentence or topic sentence of paragraph. Distinguish between main ideas and details and sequence text
- Complete cloze
- Complete comprehension activities and information transfer tasks (e.g. grid completion, changing written information into a diagram or graph).

Sample Strategies**Teacher directed**

- Build field knowledge (pre-reading activities)
- Model reading emphasising pronunciation, intonation, rhythm, stress etc.
- Demonstrate use of tables of contents, headings, sub headings, index
- Demonstrate text structure and language features
- Demonstrate use of visual texts, e.g. photographs, diagrams, graphs, maps
- Encourage active reading by students, e.g. highlighting, underlining, completing advance organisers

Joint/guided construction

- Develop semantic map/matrix
- Predict contents or headings of an information report
- Track and highlight reference chains.
- Identify base words then study suffixes, prefixes and comparative and superlative adjective forms
- Find irrelevant information in a text or vocab list or supply missing information.

Independent construction

- Match endings and beginnings of sentences
- Separate and sequence two information reports on similar topics or read two similar texts on the same topic and fill in a Same and Different Chart for the two texts
- Research topic using advance organisers and other Guided Reading
- Label diagrams, maps, graphs etc., or construct charts from texts.

Grammar Scope

Nouns:

Proper nouns e.g. Australia, Antarctica
Common nouns e.g. kangaroos, shelf, iceberg

Prepositions:

Of place in, to, on etc., e.g. in most areas of Australia, to Antarctica
Of time and date on, after, before, at etc., e.g. at night
Of purpose for etc., e.g. for balance
Of duration during, since etc., e.g. during winter

Articles:

Definite the, e.g. the oceans
Indefinite an, a, e.g. an ice-shelf
Omission of article before most proper nouns, with uncountable nouns, e.g. of Antarctica

Pronouns:

Subject I, you, we, they etc., e.g. They live in most areas of Australia.
Object it, him, her, us etc., e.g. the oceans around it
Possessive our, her, my, their etc., e.g. Kangaroos hop on their back legs.

Conjunctions and connectives:

Additive and, also, as well etc., e.g. two short front legs and two long back legs
Causal because, so etc., e.g. Because of the ice-shelf, ships cannot reach the coast.

Adjectives:

e.g. brown, grey, short, long, ice covered, thick
superlative forms - note the suffixes -est and -iest which differ according to the last letter of the base word if it ends in a y, the superlative will be -iest e.g. -lonely=loneliest, windy, but cold=coldest

Adverbs:

Of frequency usually, always, sometimes, never etc., e.g. Usually an iceberg is very big.

Demonstratives:

this, that, these, those, e.g. This is called an ice-shelf. These are called icebergs.

Quantifiers:

very, some etc., e.g. Icebergs are very dangerous.

Empty subject (there/it) + existential 'be' + noun:

e.g. It is dark all day.

Question formation:

'wh' e.g. Where do they live? What do they eat?
Subject reversal e.g. Are kangaroos white?
'do' support
when no auxiliary e.g. Do kangaroos eat meat?
Modal 'can' e.g. Can kangaroos move fast?

Short answer forms:

e.g. Yes, they do. No, they don't. Yes, it has. No, it hasn't. Yes, it is. No, it isn't.

Verbs:

Present tense verbs e.g. Kangaroos eat grass. Kangaroos live in most area of Australia. Day and night are different.
Infinitive verbs e.g. to get through
Passive voice e.g. Special ships are needed.

Conditional constructions:

e.g. Special ships are needed if the ice is extra thick.

Punctuation:

e.g. apostrophes, question marks, upper/lower case, full stops, commas, paragraph

Text organisation - Topic is tracked through repetition of the main participant (Antarctica) and (Kangaroos) as the first element of almost every sentence and paragraph.

Text Structure and Language Features: Example 1

Text Structure - Information Report

General statement - Classification identifies and classifies the subject

Description - including appearance, breeding and habits, habitat, behaviour etc.

KANGAROOS

Kangaroos are marsupials. They are animals which are native to Australia.

Appearance:

Kangaroos can grow to two metres tall. They have brown or grey fur. They have two short front legs and two long back legs. Their tails are very strong and are used for balance.

Habitat:

They live in most areas of Australia.

Feeding Habits:

Kangaroos eat grasses and small plants. They feed at night.

Movements:

Kangaroos hop on their back legs. They can move as fast as 50 kilometres per hour.

Breeding:

Young kangaroos are called 'joeys'. They are very small when they are born and live and develop in their mothers' pouches for about nine months. They drink their mothers' milk.

Language Features

Use of general nouns, e.g. kangaroos

Use of timeless present - typical of much scientific writing, e.g. is, eat, feed

Use of relating verbs, e.g. have, is

Use of adverbial phrases to locate, e.g. in its mother's pouch

Use of adjectives to describe, e.g. small, brown, grey

Use of action verbs to build information, e.g. drinks, eat

Text organisation

Sentences and statements throughout. Focus of information is the kangaroos. The first phrase (grammatical theme) in every sentence refers to kangaroos through repetition of the grammatical theme. This is a reference chain which is an identity chain and helps organise the text. i.e. Kangaroos, They..., Their tails, They..., Young kangaroos, They...

Use of complex sentences, e.g. They are very small when they are born and live and develop in their mothers' pouches for about nine months.

Text Structure and Language Features: Example 2

Text Structure - Information Report

ANTARCTICA

Classification

Antarctica is the coldest, windiest and loneliest of all the seven continents. It also has the highest mountains.

Temperature

In the coldest parts of Antarctica the temperature is usually between -40° and -70° Celsius during winter.

Description

Amount of daylight

In Antarctica, day and night are different from what we are used to. During the coldest time, it is dark all day as well as all night.

Ice shelf

Antarctica is so cold that some of the oceans around it freeze as well. This is called an ice shelf. Because of the ice shelf which forms, ships cannot reach the coast. Sometimes bits of the ice shelf break off. These are called icebergs.

Background information

Travellers to Antarctica

Icebergs are very dangerous for ships because usually an iceberg is very big and only the peak is seen on top of the ocean, with the rest underwater. Travellers to Antarctica need special ships which can sail through the ice-covered waters. The ships need to be very strong to get through the thick ice. Special ships called ice-breakers are needed if the ice is extra thick.

Language Features

Use of general nouns, e.g. Antarctica

Use of timeless present typical of much scientific writing, e.g. break, freeze

Use of relating verbs, e.g. is, has

Use of adverbial phrases, e.g. during winter, between -40° and -70° Celsius, during the coldest time

Use of adjectives, e.g. cold, dangerous, big, windiest - note the superlative - iest and - est endings which show it is the strongest form

Use of action verbs, e.g. sail, freeze

Sentences and statements used throughout

Coherence of text. First phrase in sentences (Grammatical theme) relates directly to Antarctica in all sections except the last. This keeps the focus of information on the topic

Use of complex sentences, e.g. Because of the ice shelf which forms, ships cannot reach the coast.(Makes the reason the focus of the sentence, because it comes first as the grammatical theme)

Suggested Teaching Components

- Develop appropriate vocabulary especially prefixes and suffixes and root words used in scientific contexts
- Follow the text structure and language features of a procedure
- Understand the purpose of a procedure
- Understand and respond to a procedure either orally or in writing
- Read aloud and silently a procedure with particular attention to:
 - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
 - practising segmenting words into syllables
 - chunking language into meaningful chunks
 - punctuation conventions
 - stress, rhythm and intonation

Suggested Themes, Topics and/or Experiences

Recipes, class instructions, scientific experiments, computers, craft, games, everyday procedures, resuscitation, solid shapes, flow charts, models, geometry, fire drill

Suggested Assessment Tasks

- Complete a task from written instructions
- Complete comprehension activities, e.g. cloze of action verbs, sequencing

Sample Strategies**Teacher directed**

- Explain and develop technical language
- Display a range of formats for procedures and identify purpose and steps
- Consider effectiveness of visual aids accompanying text
- Highlight action verbs, adverbs and adverbial phrases

Joint/guided construction

- Construct flow chart from a model text
- Follow a procedure, e.g. recipe, experiment, craft
- Complete sequence activities
- Play games, e.g. barrier, role play, What happens next?

Independent construction

- Collect examples of different procedures, e.g. manuals, recipes, craft and Science texts
- Match pictures and text
- Complete cloze, classify vocab and sequence text
- Follow written instructions, e.g. computer use, vending machine instructions, experimental set up

Grammar Scope

Nouns:

Common nouns e.g. jars, thread, stalactites, seed
(technical and general vocabulary)

Prepositions:

Of place along, in, on etc., e.g. along the thread, in a warm place, on the cotton wool

Of accompaniment with etc., e.g. with water

Of duration for, since etc., e.g. for several days

Articles:

Definite the, e.g. the two jars

Indefinite an, a, e.g. a dish

Omission of article before most proper nouns, with uncountable nouns, e.g. with water

Pronouns:

subject I, you, we, they etc., e.g. as you can

object it, them, her, us etc., e.g. Let it hang down.

Conjunctions and connectives:

Additive and, also, as well etc., e.g. and put a saucer between them

Temporal until, first, second, finally etc., e.g. Add some water until the cotton wool is damp.

Adjectives: e.g. both, warm, few, woollen, good, white, smooth

Quantifiers: very, some etc., e.g. Add some water.

Question formation:

'wh' e.g. What do you do first? When do you add the water?

Subject reversal e.g. Are the stalagmites in the centre?

'do' support e.g. Does the washing soda dissolve?

when no auxiliary e.g. Can you see the stalactites?

Modal 'can' e.g. Yes, it does. No, it doesn't. Yes, it has. No, it hasn't. Yes, it is. No, it isn't.

Verbs:

Present tense verbs e.g. As the water evaporates a column of crystals forms.

Future tense verbs e.g. Tiny stalactites will grow.

Imperative verbs e.g. fill, put, check, leave, choose, measure

Infinitive verbs e.g. To make your own stalactites.

Modals e.g. The two solutions should move along the thread.

Punctuation: e.g. apostrophes, question marks, upper/ lower case, full stops, commas, numerals

Text Structure and Language Features: Example 1

Note: This is not the text structure for a science experiment report. This is only the part known as method.

Text Structure - Procedure

STALACTITES

Language Features

Goal or aim

Aim:
To make your own stalactites.

Use of nouns and noun groups, e.g. glass jars, woollen thread - technical e.g. stalactites general e.g. saucer

Materials and equipment

Equipment:
Two glass jars, woollen thread, washing soda, warm water, saucer.

Use of commands, e.g. dissolve, fix, twist

Steps to accomplish goal

Method:

1. Fill the two jars with very warm water.
2. Dissolve as much washing soda in each one as you can.
3. Place the two jars in a warm place and put a saucer between them.
4. Twist several strands of woollen thread together.
5. Fix one end of the thread in each jar and let it hang down above the saucer.
The two solutions should move along the thread until they reach the middle and then drip onto the saucer.
6. Leave the jars in place for several days.

Use of personal pronoun (second person) as direct address to the reader i.e. you, your

Use of action verbs, e.g. move, put

Use of adverbial phrases to locate, e.g. along the thread, in each jar

Use of technical language to build up the field, e.g. dissolve, evaporates, stalactites

Observation

As the water evaporates, a column of crystals forms. Tiny stalactites and stalagmites will grow in the centre of the wool.

Text Structure and Language Features: Example 2

Note: This is not the text structure for a science experiment report. This is only the part known as method.

Text Structure - Procedure

Goal or aim

Equipment/apparatus

Steps to accomplish goal

GROWING A BEAN SEED IN COTTON WOOL

Equipment:

Clear dish, cotton wool, six white bean seeds, water

Method:

1. Choose six good, white, smooth, hard bean seeds.
2. Measure the length, width and depth of one seed.
3. Place some cotton wool onto a dish.
4. Put the seeds in a circle on the cotton wool.
5. Add some water until the cotton wool is damp.
6. Draw the seeds on the cotton wool and label.
7. Place the dish on the bench near the window.

Language Features

Use of nouns and noun groups, e.g. six white bean seeds, clear dish

Use of definite article to specify a particular noun e.g. the seeds, the cotton wool

Use of commands, e.g. choose, measure, place

Use of action verbs, e.g. add, draw

Use of adverbial phrases to locate, e.g. onto a dish, on the cotton wool

Use of technical language to build up the field, e.g. cotton wool, bean seed

Note that many texts of all types have elements of more than one text type. i.e. there are some aspects that fit the narrative model, but there may also be features we would expect to see in recounts, explanations or descriptions within small sections of the text. However, at the whole text level they follow the general pattern of a specific text type.

Suggested Teaching Components

- Develop appropriate vocabulary
- Follow the text structure and language features of a fictional or factual narrative
- Understand the purpose of a narrative
- Understand and respond to a narrative either orally or in writing
- Read aloud and silently a narrative with particular attention to:
 - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
 - practising segmenting words into syllables
 - chunking language into meaningful chunks
 - punctuation conventions
 - stress, rhythm and intonation
 - recognising main ideas and details

Suggested Themes, Topics and/or Experiences

Biography and history, (relating to a range of curriculum areas) literature themes, drama, films, legends, poetry

Suggested Assessment Tasks

- Complete comprehension activities in a variety of ways.
- Identify text structure
- Use teaching and learning activities as assessment tasks

Sample Strategies

Teacher directed

- Provide background knowledge to predict, elicit and extend vocabulary
- Provide a variety of narratives, e.g. short stories, videos, novels, for shared, individual and guided reading, historical events, sophisticated picture books
- Demonstrate structural and language features including dialogue conventions
- Explain how use of language reflects purpose

Joint/guided construction

- Predict story from title and visual information; word bank
- Complete matrix showing setting, characters/participants, events and resolution,
- Complete a 4 x 3 grid (Making up any headings) e.g.

3 important ideas	3 questions about the main character	3 best adjectives to describe main character	3 new words I learnt

- Discuss purpose and implications of illustrations
- Compare book and film version of a narrative – setting, story line, characters

Independent construction

- Sequence and reconstruct text
- Complete comprehension activities, e.g. 3 level guide, true/false questions
- Highlight a word chain
- Find evidence to support opinions on characters, participants and events

Grammar Scope

Nouns:

Proper nouns	e.g. D Day, Mahuika, Anna, France
Common nouns	e.g. boats, elders, mokopuna, fingernails, history
singular	e.g. fingernail
plural	e.g. fingernails
count	e.g. eyes, signal
non-count (mass)	e.g. mischief

Prepositions:

Of place	e.g. into France, from the trees
Of time and date	on, after, before etc., e.g. after many fierce battles

Articles:

Definite	the, e.g. the first day, the Allied army
Indefinite	an, a, e.g. a hawk,
Omission of articles before most proper nouns and with uncountable nouns	e.g. France,

Pronouns:

Subject	I, you, we, they, he etc., e.g. she became very angry. Four years later, they went back.
Object	him, her, us, me etc., e.g. Māui had been tricking her
Possessive	your, her, my their etc., e.g. his ancestors

Conjunctions and connectives:

Additive	and, also, as well etc., e.g. Māui liked making mischief and teasing.
Causal	because, so, as etc., e.g. because they had to wait for good weather
Temporal	as soon as, first, second, as etc., e.g. as the water reached her

Adjectives:**Adverbs:**

Of manner	quickly, slowly, anxiously etc., e.g. They waited anxiously, he thought wickedly
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Empty subject (there/it) + existential 'be' + noun:

e.g. There were hundreds of planes

Question formation:

'wh'	e.g. What did the Allies think? When did this happen?
Subject reversal	e.g. Is she angry? What will we do?
'do' support	
when no auxiliary	e.g. Do you know where she is?

Negation:

e.g. Don't be angry.

Short answer forms:

e.g. Yes, it does. No, it doesn't. yes, it has. No, it hasn't.
Yes, it is. No, it isn't.

Verbs:

Present tense verbs	e.g. Who are you and where do you come from?
Past tense verbs	e.g. shook, travelled, ended
regular	e.g. whispered, asked,
irregular	e.g. gave, shook, died, fought, chose
Past continuous tense verbs	e.g. The ships were waiting.
Past perfect tense verbs	e.g. the German army had taken over in France.
Future tense verbs	e.g. "I'll go.", "I will give you fire."
Imperative verbs	e.g. "Go to Mahuika",
Saying, thinking and opinion verbs	e.g. At last Mahuika realised...

Modals:

e.g. they had to wait for good weather

Direct speech:

e.g. "I'm not afraid," laughed Māui.

Simple contractions:

can't, I'm, what's etc., e.g. I can't. I'm too afraid.

Punctuation:

e.g. apostrophes, inverted commas, exclamation marks, full stops, commas, upper/lower case, question marks, paragraphs

Text Structure and Language Features: Example 1

Text Structure - Historical Narrative Title

Orientation - includes time and place and participants

Initial complication

Further complications

Resolution

Coda

D DAY WORLD WAR 2

D Day is remembered as a very important day in history as the beginning of the end of World War 2.

In June 1940, the Allied army was forced to leave France because they were not strong enough to defeat the German army who had taken over in France.

Four years later, they went back. It would be difficult and dangerous to get the British army and its allies back into France, as they had to get across the water from England without the Germans realising what they were doing.

The commanders of the armies could not choose an exact date to tell all the armies to invade France, because they had to wait for good weather, so the small boats carrying many of the soldiers would not capsize and drown them. D Day was the code name they chose to keep the plan secret.

The first day they chose, June 5th, was too rough and they waited anxiously all day to see what the weather would be like on the next day. There were 4,000 ships and hundreds of small boats waiting and hiding from the German army. There were also hundreds of planes waiting to fly into France. Next day was June 6th 1944. At last the weather was good. They could begin.

The generals gave the signal to all the armies. "It's D Day! Go!" and the Allied forces fought their way into France and defeated the Germans. One year later, after many more fierce battles in different parts of the world, this terrible world war ended.

Nowadays, when some people want to say that something important is going to happen, like a wedding, they say "D day is tomorrow!" Many don't know that it is a day in history.

Language Features

Use of action verbs, e.g. was forced, to defeat

Use of various tenses including past and present, e.g. waited, is

Use of direct speech, e.g. "It's D Day!"

Use of thinking verbs, e.g. chose

Use of time connectives, e.g. at last, next day

Use of complex sentences, e.g. In June 1940, the British army was forced to leave France because they were not strong enough to defeat the German army who had taken over in France.

Use of detailed noun phrases to build description, e.g. this terrible world war

Use of adverbial phrases, e.g. into France, after many more battles in different parts of the world

Use of adjectives, e.g. small, good, British

Use of adverbs to add meaning to the verbs, e.g. anxiously

Text organisation.

Almost every paragraph has a synonym or substitution for "army" as the first element of the topic sentence to help track the information through the text. Para 1 D Day, Para 2 (In June 1940) *the Allied army*, Para 3 (Four years later) *they*, Para 4 The commanders of the army, Para 5 The first day *they* chose, Para 6 *The generals*, Para 7 Change of focus, *Nowadays*, so armies is no longer the focus.

Text Structure and Language Features: Example 2

Text Structure - Narrative Title

HOW MĀUI PLAYED WITH FIRE

Long long ago Māui, who was half god and half man, lived in Aotearoa, Land of the Long White Cloud. Māui liked making mischief and teasing.

Orientation - introduces main characters, time and place

One day, Māui decided to tease everyone by putting out all the cooking fires. He knew that they could only get fire from Mahuika, the goddess of fire. "I wonder what will happen if they have no fire," he thought wickedly. He waited till night fell, then he crept from house to house and put out all the fires.

Initial complication

In the morning the people woke and found that they had no cooking fires. "What has happened?" they all shouted angrily. "What will we do?" Māui's mother was one of the tribe's elders. She called one of her servants. "Go to Mahuika!" she ordered. "Ask her for more fire for the world."

He shivered and shook with fear and whispered "I can't. I'm too afraid." Māui's mother was full of rage, but her servant would not go. "I'm not afraid," laughed Māui. "I'll go." Māui's mother told him to leave at once.

Further complications and sequence of events

After days of travelling, Māui reached Mahuika's cave. "O great ancestress," he called, "we have lost our fire. We need more." Out came a fierce woman who had fiery red eyes and long red fingernails like claws. "Who are you and where do you come from?" she roared. "I come from where the wind comes," said Māui. "Then you are my mokopuna, my grandchild and I will give you fire," Mahuika replied.

She pulled a flame from her first fingernail and gave it to Māui. He wanted to see what would happen if he put the fire out so he threw it into the water. He returned to Mahuika and asked for more fire. She pulled out the nail of her second finger, but once again, he put out the fire. He went back several times until she had pulled out all her fingernails and her toenails except for one big toe.

Resolution

At last Mahuika realised Māui had been tricking her and she became very angry. She pulled out her last toenail. Instead of giving it to Māui, she threw it onto the ground, setting the ground on fire. Māui began to run, but the fire was snapping at his feet. He changed himself into a hawk and tried to fly high above the flames. The fire reached high into the sky and burnt his wings. This is why the hawk has brown feathers. The forest and all the land were on fire and Māui nearly died.

He called on his ancestors to send rain. The sky opened and rain began to fall. Māui was safe. The rainwater rose and began to cover the land and Mahuika was afraid. The last of her fire was left in her hair and as the water reached her, the fire seeds jumped into the trees. This is why we can get fire by rubbing the wood from some trees.

Reorientation

Māui travelled home to his village, but he did not give them back their fire. They had to make it by rubbing the sticks from the trees with the fire seeds. Even today, people make fire by rubbing sticks together.

Language Features

Use of word families and word chains to build information, e.g. fire, flame, burn, put out, fingernails

Use of action verbs, e.g. waited, crept, rubbing

Use of various tenses including past, future, present, e.g. lived, was, come, would happen

Use of direct speech, e.g. 'Who are you and where do you come from?' "It's D Day. Go!"

Use of reported speech. e.g. He asked her for more fire.

Use of saying verbs, e.g. asked, whispered, shouted

Use of thinking verbs, e.g. realised

Use of time conjunctions, e.g. at last, Nowadays

Use of compound and complex sentences, e.g. She pulled a flame from her first fingernail and gave it to Māui. He wanted to see what would happen if he put the fire out so he threw it into the water.

Use of detailed noun phrases to build description, e.g. long red fingernails like claws

Use of adverbial phrases to locate, e.g. to his village, into the trees

Use of adjectives, e.g. dangerous, brown, second

Use of adverbs, e.g. angrily, high

Use of nouns or pronouns identifying participants in theme position in sentence (as first element of clause) as this tracks the actions of the participants. e.g Māui, He, the people, Māui's mother, She.

Suggested Teaching Components

- Develop appropriate vocabulary
- Follow the text structure and language features of an explanation (text/flowchart/diagram)
- Understand the purpose of an explanation
- Understand and respond to an explanation either orally or in writing
- Read aloud and silently an explanation with particular attention to:
 - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
 - practising segmenting words into syllables
 - chunking language into meaningful chunks
 - punctuation conventions
 - stress, rhythm and intonation
 - recognising main ideas and details

Suggested Themes, Topics and/or Experiences

All curriculum areas e.g life cycles, food chains, migration, periods in art, computers, New Zealand Māori and settler history, volcanoes, weather, visual arts, technology, papier mache, weaving, water cycle, drugs, mathematical problems

Suggested Assessment Tasks

- Read an explanation and present the information visually or in diagram form
- Complete comprehension task, e.g. cloze, true/false questions
- Sequence an explanation, or supply a missing section in a summary

Sample Strategies**Teacher directed**

- Build field knowledge
- Model text structure and discuss purpose (include non-verbal text)
- Highlight words that show cause and effect, reference etc.
- Demonstrate how to summarise written information using flow charts

Joint/guided construction

- Match, e.g. causes and effects, technical words and definitions, non-verbal and verbal texts
- Complete jigsaw activity
- Complete sequencing activity
- Read an explanation and prepare a flow chart or diagram, e.g. life cycle

Independent construction

- Develop glossary of technical terms
- Reconstruct text
- Complete cloze/sentences focussing especially on conjunctions, e.g. because, so, as
- Prepare a poster presenting explanation
- Complete comprehension activities, e.g. 3 level guide

Grammar Scope

Nouns:

Common nouns e.g. sun, flesh, animal, skeleton

Prepositions:

Of place to, at, in, on, over etc., e.g. to the mountains, at the surface
 Of duration over, for, since etc., e.g. over millions of years

Articles:

Definite the, e.g. the bones, the fossil

Pronouns:

Subject I, you, we, they, it etc., e.g. It reaches the cold temperature.
 Relative which, that etc., e.g. Erosion removes the rock layers that cover the fossil skeleton.

Conjunctions and connectives:

Additive and, also, as well etc., e.g. Sediments cover and accumulate.
 Temporal till, first, second, finally etc., e.g. The vapour rises till it reaches the cold temperature.

Adjectives:

e.g. rock, cold

Adverbs:

Of manner deeply, quickly, carefully etc., e.g. This buries the skeleton deeply.
 Of place back, out, here etc., e.g. finally flows back

Demonstratives:

this, that, these, those, e.g. This buries the skeleton deeply.

Question formation:

'wh' e.g. What exposes the fossil?

Subject reversal e.g. Is the skeleton a fossil?

'do' support when no auxiliary e.g. Does the water evaporate?

Short answer forms:

e.g. Yes, it does. No, it doesn't. Yes, it has. No, it hasn't. Yes, it is. No, it isn't.

Verbs:

Present tense verbs e.g. dies, decays, cover, blows, forms

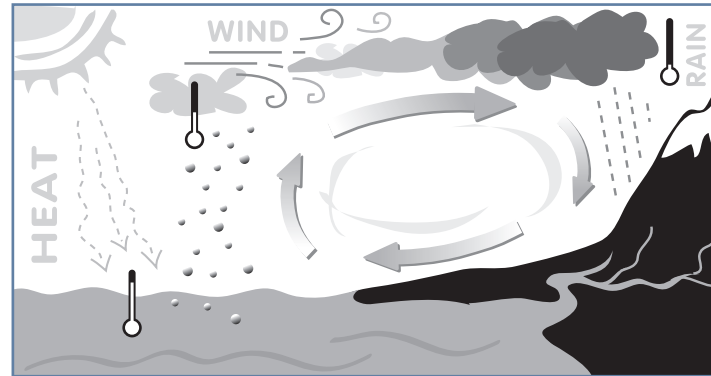
Infinitive verbs e.g. leaving the bones to be buried

Passive voice e.g. The fossil skeleton is exposed and is discovered.

Punctuation:

e.g. apostrophes, question marks, upper/lower case, full stops, commas, numerals

Text Structure and Language Features: Example 1



Text Structure - Explanation

Statement of phenomenon

Explanation sequence - series of events

THE WATER CYCLE

1. The sun heats the water and the water evaporates.
2. The water vapour rises till it reaches the cold temperature and condenses as clouds.
3. The wind blows the clouds to the mountains and land.
4. The water precipitates as rain, snow and hail.
5. The water forms rivers, creeks, dams etc.
6. The water run off finally flows back to the ocean where the process begins again.

Language Features

Use of variety of action verbs to build topic information, e.g. evaporates, condenses, precipitates

Use of adjectives, e.g. cold

Use of time conjunctions, e.g. finally

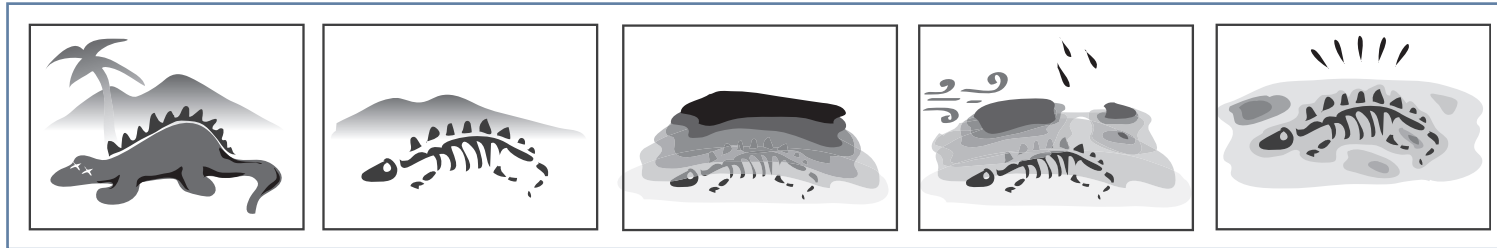
Use of adverbial phrases, e.g. to the ocean, as clouds

Use of complex sentences, e.g. The water vapour rises till it reaches the cold temperature.

Use of compound sentences, e.g. The sun heats the water and the water evaporates.

Use of numbering system to sequence the events

Text Structure and Language Features: Example 2



Text Structure - Explanation

Statement of Phenomenon

Explanation sequence - series of events

The Formation of Fossils

1. The animal dies.
2. The flesh of the animal decays, leaving the bones to be buried and fossilised.
3. Sediments cover the skeleton and accumulate over millions of years. This buries the skeleton deeply.
4. Erosion removes the rock layers that cover the fossil skeleton.
5. The fossil skeleton is exposed at the surface and is discovered.

Language Features

Use of a variety of action verbs to build topic information, e.g. decays, buried, fossilised

Use of passive voice e.g. is exposed, is discovered (generalises agency)

Use of adverbial phrases e.g. at the surface, over millions of years

Use of adverbs e.g. deeply

Use of numbering system to sequence events and match to visual text

Suggested Teaching Components

- Develop appropriate vocabulary
- Follow the text structure and language features of a persuasive text (opinion)
- Understand the purpose of an opinion
- Understand and respond to a simple opinion either orally or in writing
- Read aloud and silently an opinion with particular attention to:
 - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
 - practising segmenting words into syllables
 - chunking language into meaningful chunks
 - punctuation conventions
 - stress, rhythm and intonation recognising main ideas and details

Suggested Themes, Topics and/or Experiences

School issues, personal issues, social issues, environmental issues

Suggested Assessment Tasks

- Reconstruct text
- Complete comprehension tasks

Sample Strategies**Teacher directed**

- Build field knowledge
- Demonstrate text structure, language features and purpose of texts
- Introduce pre-reading activities, e.g. students read assertions and give opinions, reasons
- Demonstrate the difference between statements of fact and opinion; develop word bank of opinion pointers

Joint/guided construction

- Match cards, e.g. opinions and supporting details, for/ against an argument
- Highlight arguments as they develop through the text
- Reconstruct text through sequencing activities
- Construct clines showing how words and phrases differ in intensity (modality)

Independent construction

- Complete cloze
- Match beginnings with endings of split sentences
- Summarise a text using proforma/writing frame
- Reconstruct a text

Grammar Scope

Nouns:
 Proper nouns e.g. National Parks, Olympics
 Common nouns e.g. plants, animals, people, swimming pool, community

Prepositions:
 Of place in, on, over etc., e.g. in cities, in their natural environment
 Of purpose for etc., e.g. for preserving, for playing

Articles:
 Definite the, e.g. the future
 Indefinite an, a, e.g. a pool

Pronouns:
 Subject I, you, we, they etc., e.g. I think it is very important
 Possessive our, her, my, their etc., e.g. in their natural environment
 Relative who, which, that etc., e.g. people who live in cities

Conjunctions and connectives:
 Additive and, also, as well etc., e.g. the clean air and the quiet
 Causal because, so, as etc., e.g. We should keep National Parks because they are very important.
 Temporal/Logical firstly, secondly, finally, in conclusion etc., e.g. Firstly, swimming is very good exercise. Secondly, there isn't very much for the young people to do.

Adjectives: e.g. clean, natural, good, safe, important

Adverbs: somewhere, out, there etc., e.g. would have somewhere safe

Demonstratives: this, that, these, those, e.g. these plants and animals

Quantifiers: very, some etc., e.g. They are very important

Question formation:
 'wh' e.g. Why should we have National Parks? What do we do in National Parks?
 Subject reversal e.g. Are National Parks used for playing?
 'do' support when no auxiliary e.g. Do people like the clean air?
 Modal e.g. Should children learn to swim?

Negation: e.g. They wouldn't get into trouble.

Short answer forms: e.g. Yes, it does. No, it doesn't. Yes, it has. No, it hasn't. Yes, it is. No, it isn't.

Verbs:
 Present tense verbs e.g. is, known, live
 Future tense verbs e.g. People of the future will not be able to see these plants. Swimming will make people healthier.
 Infinitive verbs e.g. to keep, to see, to swim, to compete
 Verbal nouns (gerunds) e.g. playing, preserving, bushwalking
 Modals e.g. We should keep National Parks. A good swimmer could train.
 Passive voice e.g. If their natural environment is destroyed.

Conditional constructions: e.g. If their natural environment is destroyed, the plants and animals may become extinct.

Simple contractions: wouldn't, don't, isn't etc., e.g. They wouldn't get into trouble.

Punctuation: e.g. apostrophes, question marks, upper/lower case, full stops, commas, paragraphs

Text Structure and Language Features: Example 1



Text Structure - Opinion

Title

Statement of position

Arguments

Reinforcement of position statement

LET'S KEEP NATIONAL PARKS

I think it is very important to have National Parks. As we all know, National Parks are used for playing, picnics and bushwalking. National Parks help to protect natural environments for plants, animals and people.

Firstly, people who live in cities enjoy going to National Parks to get away from the noise and pollution. They like the clean air and the quiet.

Another reason why National Parks are important is that they provide a place where native animals and plants will be safe and survive. If their natural environment is destroyed, the plants and animals may become extinct. Also, people of the future will not be able to see these plants and animals in their natural environment.

In conclusion, we should keep National Parks because they are very important for preserving the natural environment.

Language Features

Use of technical words, e.g. environment, pollution

Use of thinking verbs, e.g. think

Use of modality, e.g. should

Use of complex sentences, e.g. Another reason why National Parks are important is that they provide a place where native animals and plants will be safe and survive.

Use of connectives to sequence arguments, e.g. firstly, secondly

Use of relating verbs, e.g. is, are

Use of connectives to conclude argument, e.g. in conclusion

Text Structure and Language Features: Example 2

Text Structure - Opinion

Introduction to the subject -
Statement of position

Arguments

Reinforcement of
position statement**A SWIMMING POOL IN OUR COMMUNITY**

I think the council should provide a swimming pool for our community.

Firstly, swimming is very good exercise and will make the people in our community healthier.

Secondly, there isn't very much for the young people to do in our community. A pool would mean the young people would have somewhere fun and safe to go and they wouldn't get into trouble.

Thirdly, anyone who is a very good swimmer could train to compete in races like the Olympics.

Finally, children should learn to swim so they don't drown if they fall in the water.

So you can see there are many reasons why we should have a pool in our community.

Language Features

Use of modality, e.g. should, could

Use of complex sentences, e.g. Finally children should learn to swim so they don't drown if they fall in the water.

Use of connectives to sequence arguments, e.g. firstly, secondly, finally

Use of relating verbs, e.g. is, have

Use of conjunctions to show reasoning, e.g. so

Use of compound sentences, e.g. Swimming is very good exercise and will make the people in our community healthier.

Use of adjectives, e.g. good, healthier, fun, safe

Suggested Teaching Components

- Develop appropriate vocabulary and recognise the difference between denotative and connotative language
- Follow the structure of a poem through, e.g. verse, stanza
- Understand the purpose of a poem
- Understand and respond to a simple poem either orally or in writing
- Follow and understand poetic devices, e.g. simile, metaphor, alliteration, onomatopoeia, rhyme (see text structure)
- Read aloud a poem with particular attention to:
 - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
 - practising segmenting words into syllables
 - chunking phrases
 - punctuation conventions (with awareness that these are often different in poetry)
 - stress, rhythm and intonation

Suggested Themes, Topics and/or Experiences

Self, animals, humorous poems, plants, people, places, emotions, senses, events, weather, songs

Suggested Assessment Tasks

- Complete comprehension activity on a simple poem (e.g. 3 Level Guide)
- Read poem with appropriate stress, pause and intonation
- Find rhymed words and alliteration, similes etc.

Sample Strategies**Teacher directed**

- Discuss themes, emotions and vocabulary, e.g. anger, love, beauty
- Model reading a variety of poems/songs with emphasis on rhythm (clap), rhyme, if appropriate
- Discuss purpose and poetic devices, e.g. rhyme, repetition, imagery, alliteration, stanzas
- Present a range of simple poems and compare the structure and form
- Punctuate a poem
- Choral reading of a poem and/or dramatisation.

Joint/guided construction

- Compile and/or read a class book of favourite poems
- Highlight word chains within poems and develop word banks
- Prepare posters on feelings or other themes
- Complete matrix of different poem types and features
- Write a group poem, with each person constructing a line (with or without a model)

Independent construction

- List rhyming words, alliteration, pairs, similes
- Read/share L1 poem
- Complete simple matrix (nouns, adjectives, rhymes)
- Complete simple cloze with and without word bank
- Retell as prose version or write some questions for someone else to answer about the poem.

Grammar Scope

Nouns:

- Proper nouns e.g. Frost
- Common nouns e.g. man, sun

Articles:

- Definite the, e.g. the (sun's) rays
- Indefinite an, a, e.g. a man

Pronouns:

- Subject I, you, we, they etc., e.g. He melts
- Relative wherever, who, which etc., e.g. wherever he goes

Adjectives:

- e.g. white, tip, frosty, frozen

Adverbs:

- Of manner hard, etc., e.g. It was raining hard.

Question formation:

- 'wh' e.g. Why is the poem sad? What is the poem about?
- Subject reversal e.g. Is rain sad?
- 'do' support
- when no auxiliary e.g. Does the frost melt in the sun?

Negation:

- e.g. Frost doesn't last in the sun.

Short answer forms:

- e.g. Yes, she does. No, it doesn't.

Verbs:

- Present tense verbs e.g. is, melts

Punctuation:

- e.g. apostrophes, question marks, upper/lower case, full stops, commas, lines, verses, stanzas, chorus

Text Structure and Language Features: Example 1

Text Structure - Poem

Title

FROST

Irregular lines
(free verse)

Frost is a man clothed in white.

He leaves frosty frozen prints wherever he goes,

On tip toes,

Plop! Plop!

He melts in the sun's rays.

Language Features

Poetic devices

Use of alliteration, e.g. frosty frozen

Use of personification, e.g. Frost is a man clothed in white.

Use of rhyme, e.g. goes, toes

Use of onomatopoeia, e.g. plop, plop

English Language Intensive Programme
Primary Resource

Stage 2

Writing

Suggested Teaching Components

- Use appropriate vocabulary
- Write personal information in appropriate place on authentic and/ or modified forms, e.g. library application, enrolment forms
- Write numerical information in numbers or words correctly in appropriate places
- Spell familiar vocabulary correctly
- Follow graphic conventions, e.g. ticks, crosses, block letters
- Use black or blue pen where required

Suggested Themes, Topics and/or Experiences

Library membership, permission notes, job application forms, medical information records, banking forms, transport forms

Suggested Assessment Tasks

- Complete a variety of forms.

Sample Strategies**Teacher directed**

- Model using appropriate upper/lower case, e.g. block letters, using a variety of mediums
- Introduce new words, abbreviations using a glossary
- Model placing information and conventions on a variety of authentic and/or simplified forms, e.g. permission notes, library cards, job application forms, medical information/records
- Match abbreviations to full forms

Joint/guided construction

- Pair/class activities/games on collecting personal information
- Spelling test/dictation using vocabulary appropriate to personal information
- Complete form as a class
- Listen to recording and complete information on form
- Simple dictagloss based on personal information using forms

Independent construction

- Match abbreviations to meanings, explanations
- Practise completing various information/application forms

Grammar Scope

Nouns:

- Proper e.g. Auckland
- Common e.g. address, name, date

Prepositions:

- Of agency by, e.g. by my child, to you

Articles:

- Definite the, e.g. the City Library
- Indefinite an, a, e.g. a member

Pronouns:

- Subject I, you, we etc., e.g. I agree
- Object you, her, us etc., e.g. in touch with you
- Possessive your, her, my, etc., e.g. your own number

Verbs:

- Imperative verbs e.g. Use block letters. Write N/A. Complete all sections.

Punctuation:

- e.g. upper/lower case, block letters

Abbreviations:

- Titles e.g. Mr, Mrs, Ms, Miss
- Addresses e.g. Rd, St, Ave
- Sex e.g. M, F
- Number e.g. No.
- Date of Birth e.g. DOB
- Not Applicable e.g. N/ A

Text Structure and Language Features: Example 1

Language Features

Use of common abbreviations, e.g. PIN

Use of imperatives, e.g. use, write

Use of common vocabulary for personal information, e.g. residential address, first name, postcode

Use of instructions common to formatted text, e.g. use block letters

youth membership

CONDITIONS OF MEMBERSHIP

Please read the following information carefully and sign below.

You are responsible for all library materials issued on this card, and for any fees or charges that arise from its use. Please notify the library if your card is lost or stolen.

Please notify the library of any changes to your contact information. This will help us to keep in touch with you.

Fines over \$15 and/or 2 months old must be paid or access to some library services may be suspended.

The library card must be presented to access library services.

The library reserves the right to report any default of payment to a Debt Collection Agency.

You are entitled to access, and have corrected if necessary, the information that we keep on your library record at any time.

Please note that email communication may include Auckland City Libraries promotional material.

- I am free from Library Debt and agree to take full responsibility for the appropriateness of material borrowed on this card by my child.
- I agree to follow the Auckland City Bylaws on Library use.
- I have been given a brochure on my rights and responsibilities as a member of Auckland City Libraries.
- I agree to return all material borrowed by the due date and in good condition.
- I will pay any money owed promptly and notify the Library of any change of address.
- I understand and accept the conditions of membership.
- I agree that the information provided on this form is correct and that failure to comply may result in suspension of library services.

youth membership

Auckland City Libraries is bound by the Privacy Act 1993 and respects the privacy of the personal information you provide. A brochure stating our commitment and your rights will be given to you. You must provide your Name, Address and Date of Birth to obtain membership. Your Date of Birth is a "Unique Identifier" to distinguish your Library Record.

auckland citylibraries
TĀMAKI PĀTAKA KŌREKO

1 Family Name or Surname _____

2 First Names _____

3 Postal Address Street _____
Suburb _____
City _____

4 Street Address (If different from above) _____

Contact Information 5 Personal Telephone _____ 6 Work Telephone _____

7 Gender (Please circle) Male Female

8 Guardian's E-Mail (Only if this is an acceptable form of contact for regular communication from the Library) _____

9 How would you prefer to be contacted? Email Mail Telephone

10 Date of Birth Day _____ Month _____ Year _____

14 Library PIN 4 digits Security Access Code _____ Please choose your own number. Allows you to access Library Services online.

Text Structure and Language Features: Example 2

Get your **FREE** **Light Pen** with **SUN-MAID**

And go in the draw to win a shopping spree in Sydney worth \$10,000!

Entry form

Name

Address

Telephone

Parent's name

Post this completed form, together with four SUN-MAID multipack barcodes to: SUN-MAID Light Pen Promotion Private Bag 94 313, Pakuranga

Language Features

Use of common abbreviations, e.g. PO

Use of titles e.g. Mr, Ms, etc

Use of instructions common to formatted text, e.g. Complete this form

Use of commands, e.g. Post

Send in any 2 Gregg's Instant Coffee barcodes with this entry form and go into the draw to win 1 of 100 Air New Zealand travel vouchers worth \$500.

To enter, complete this form and send in with any 2 Gregg's Instant Coffee barcodes to:
Gregg's Travel Promotion, PO Box 100986, North Shore Mail Centre, Auckland 1333.

Yes, I've enclosed 2 Gregg's Instant Coffee barcodes.

Title: MR / MRS / MS / MISS (circle one)

First name _____

Last name _____

Address _____

Suburb _____

City _____

Phone No _____

Email _____

Terms & Conditions: You may enter as many times as you like. Two barcodes must be enclosed with each entry as proof of purchase. Only 1 entry per envelope. You can supply barcodes from any Gregg's Instant Coffee products, excluding Gregg's Bolero. Promotion ends 07/12/03. Entries must be received by 12/12/03. Winners will be notified by phone or mail 17/12/03. Each winner will receive Air New Zealand travel vouchers to the value of \$500 to be used before 31/12/04. These vouchers are available for redemption at any Air New Zealand Travelcentre or by phoning 0800 737 000. Vouchers are not redeemable for cash. Entry is open to all N.Z. residents except staff and their immediate families of Cerebos Gregg's Limited and it's associated agencies. No responsibility will be taken for late, lost or misdirected mail. Winners agree that their names may be used for reasonable PR purposes. Entrance into this promotion implies full acceptance of the terms and conditions.
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Suggested Teaching Components

- Write using the text structure and language features of a recount
- Use appropriate vocabulary
- Employ upper and lower case appropriately
- Use correct spacing between words, lines, and paragraphs
- Set out work using appropriate layout, e.g. margins, date, headings, subheadings, dot points, columns
- Use appropriate pen colour
- Use the writing process to plan, draft and redraft

Suggested Themes, Topics and/or Experiences

Personal experiences, e.g. migration, field trips, literature themes, writing in role, historical characters and events, celebrations, holidays, environment

Suggested Assessment Tasks

- Complete cloze, sequencing activity
- Write a simple recount (use of software such as Kidpix is possible for ICT)

Sample Strategies**Teacher directed**

- Use pictures, videos, maps to build field knowledge and identify people, places, events and make word banks and glossary for content words
- Model a range of written recounts and point out text features
- Deconstruct a text to illustrate its features
- Model construction of simple recount, e.g. using visual stimulus, student's life story

Joint/guided construction

- Match events, participants and places and write sentences using temporal markers
- Write a group/pair/individual recount; have another group comment and rewrite
- Sequence a model text
- Sequence photos/pictures from an excursion and write paragraphs; sequence paragraphs
- Write a paragraph using a timeline from a particular event then sequence paragraphs

Independent construction

- Complete cloze passages based on grammar focus items
- Write paragraphs using visual cues
- Depict recount visually, e.g. timeline
- Write a simple recount, e.g. journal entries, biographies
- Write the missing section of a recount (with or without word cues)

Grammar Scope

Nouns:

Proper nouns e.g. Sunday, Auckland Museum
 Common nouns e.g. teachers, class, park, soccer

Prepositions:

Of place to, at, in, on etc., e.g. to the Auckland Museum, at Britomart Station
 Of time and date in, at, after, before, on etc., e.g. at 7pm, on Sunday
 Of accompaniment with etc., e.g. with my brother
 Of duration for, since etc., e.g. for about 20 minutes

Articles:

Definite the, e.g. the teacher
 Indefinite an, a, e.g. a barbecue
 Omission of article before most proper nouns, with uncountable nouns e.g. on Sunday, at the Britomart Railway Station

Pronouns:

Subject I, you, we etc., e.g. We arrived.
 Possessive our, her, my etc., e.g. my family, my class

Conjunctions and connectives:

Temporal after, when, then, firstly, finally etc., e.g. After 45 minutes we arrived at the Britomart Station.
 Additive and etc., e.g. We arrived at the Britomart Station and walked for about 20 minutes.

Adjectives:

good, delicious etc., e.g. a very good day

Adverbs:

Of time tomorrow, yesterday etc., e.g. Yesterday my class had a visit to the Auckland Museum.

Of manner quickly, well etc., e.g. We slept well.

Of place off, here, there etc., e.g. and fell off

Quantifiers:

very, some, many etc., e.g. many exhibitions

Question formation:

'wh' e.g. Where did you go? What did you do there?
 subject reversal e.g. Was it on Friday? Were your friends there?
 'do' support
 when no auxiliary e.g. Did you go by train? Did you have a good day?

Short answer forms:

e.g. Yes, I did. No, I didn't. Yes, she was. No, she wasn't.

Verbs:

Past tense verbs e.g. We left the museum. We caught the train. We went to see the jewellery.

Punctuation:

e.g. apostrophes, question marks, upper/lower case, full stops, commas, paragraphs

Text organisation:

Note stages of a recount text

Text Structure and Language Features: Example 1

Text Structure - Recount

Orientation - introduces a setting in some detail and main characters involved in events

Record of events - includes some evaluation

Reorientation

MUSEUM TRIP

Yesterday my class had a visit to the Auckland Museum. We caught the train at 8.15 am.

After 45 minutes, we arrived at the Britomart Station and walked for about 20 minutes to the Museum. It is a very large building.

About 10.25am we joined another class and entered together. We saw many exhibitions, e.g. medals, books, souvenirs. Then we went to Level 5 to see the Gold and Sacrifice exhibition of the treasures of the Incas. The jewellery was very beautiful.

At 12. 30pm we left the Museum. Next we went to the Domain gardens to have lunch.

When I arrived home, it was four o'clock.

Language Features

Use of nouns to name people, places, things, e.g. the Auckland Museum, class

Use of adjectives to describe, e.g. very nice

Use of conjunctions to sequence events in time, e.g. then, next

Use of action verbs, e.g. met, walked

Use of past tense, e.g. caught, was

Use of adverbial phrases to say when and where, e.g. in the morning, to the Auckland Museum

Text Structure and Language Features: Example 2

Text Structure - Recount

Orientation - introduces a setting, and main characters involved in events

Record of events

Reorientation

Evaluation

MY PICNIC

On Sunday my family went to the park near the Avon River. We had a barbecue and it was delicious. After that we had a swim and then we were tired so we slept.

When we woke up I played soccer with my brother and my father. My Mum and my sisters went for a walk through the flower gardens. Then I rode my skateboard and fell off. I didn't get hurt, but my sisters laughed at me. Mum bought some icecreams at the kiosk.

At about 6pm we went down to the river to see the boats. They were practising for the Dragon Boat competition.

Finally at 7pm my family and I drove home. That night we slept well after a very good day.

Language Features

Use of nouns to name people, places, things, e.g. park, family, barbecue

Use of adjectives to describe, e.g. delicious, tired

Use of conjunctions to sequence events in time, e.g. finally, after

Use of action verbs, e.g. went, played, fell

Use of past tense, e.g. drove, slept, went

Use of adverbial phrases to locate in time and place, e.g. near the Avon River, at about 6pm

Use of compound sentences, e.g. We had a barbecue and it was delicious.

Suggested Teaching Components

- Write using the text structure and language features of a description, e.g. characters or settings in stories
- Use appropriate vocabulary
- Employ upper and lower case appropriately
- Use correct spacing between words, lines, and paragraphs
- Set out work using appropriate layout, e.g. margins, date, headings, subheadings, dot points, columns
- Use appropriate pen colour
- Use the writing process to plan, draft and redraft

Suggested Themes, Topics and/or Experiences

Curriculum topics, animals, people, places, literature themes, field trips, houses, transport, school, important events, shapes, clothing, art/ craft, environment, landforms

Suggested Assessment Tasks

- Write a description, e.g. character, place, event, animal, thing
- Write a description and leave out the identifying noun and get a partner to guess what it is

Sample Strategies**Teacher directed**

- Use pictures, books, videos to build field knowledge
- Model a range of simple descriptions and point out text and language features, e.g. application of 'is' and 'has', spelling, punctuation
- Provide appropriate word bank and glossary, identify lexical chains
- Deconstruct to highlight key text features

Joint/guided

- Complete cloze/dictagloss to highlight particular language features, e.g. adjectives
- Write descriptions with information from a matrix, video, picture, topic sentence etc.
- Write simple descriptions for use in guessing games, e.g. 'What am I?'

Independent construction

- Complete cloze exercise
- Complete paragraphs
- Write descriptions, e.g. of another student
- Develop personal word banks

Grammar Scope

Nouns:

Proper nouns e.g. Phileas Fogg
Common nouns e.g. classroom, cupboard

Prepositions:

Of place in, on etc., e.g. on the walls, in the front
Of time and date at, on, after, before etc., e.g. at the same time
Of accompaniment with, etc., e.g. with the same people

Articles:

Definite the, e.g. the desks
Indefinite an, a, e.g. a cupboard
Omission of article
before most proper nouns e.g. His name is Phileas Fogg.

Pronouns:

Subject I, you, we, it etc., e.g. I usually sit.
Object him, her, us, it etc., e.g. It has about 20 desks in it.
Possessive our, her, my etc., e.g. my classroom, his club
Relative who, which, where, that etc., e.g. There is a cupboard where the teacher keeps rulers.

Conjunctions and connectives:

Additive and, also, as well etc., e.g. He wears dark suits and walks quickly.
Causal because, so etc., e.g. The desks are joined together so the students sit in groups.

Adjectives:

e.g. big, coloured, left-hand, top, blue, tall, slim, clean-shaven

Adverbs:

Of frequency usually, always, sometimes, never etc., e.g. I usually sit with the same people every day.
Of manner quickly, carefully etc., e.g. He walks quickly to his Club every day.
Of place here, there etc., e.g. to get there
Of focus even, really, only, either etc., He even takes the same number of steps.

Demonstratives:

this, that, these, those, e.g. This character's name is Phileas Fogg.

Empty subject (there/it) + existential 'be' + noun:

e.g. There is a cupboard.

Question formation:

'wh' e.g. What colour is it?
Subject reversal e.g. Is the classroom big?
'do' support
when no auxiliary e.g. Does it have 20 desks?

Short answer forms:

e.g. Yes, it is. No, it isn't. Yes, it has. No, it hasn't.

Verbs:

Present tense verbs e.g. My classroom is big. I usually sit. He wears dark suits.

Punctuation:

e.g. apostrophes, question marks, upper/lower case, full stops, commas, paragraphs

Text Structure and Language Features: Example 1

Text Structure - Description

Subject

Description

MY CLASSROOM

My classroom is big. It has about 20 desks in it. The desks are joined together so the students sit in groups of four or five. In the front of the room is the whiteboard and at the right of that is the overhead projector. In the front right hand corner there is a cupboard, where the teacher keeps rulers, calculators and coloured pencils.

The room is painted white, has blue carpet and has interesting posters hanging on the walls.

When you first walk in the door and face the room, my desk is in the group of tables at the front, on the left.

I usually sit with the same people every day.

Language Features

Use of nouns that refer to a particular thing i.e. not general, e.g. my classroom

Use of pronouns to 'track' the subject (referencing), e.g. it

Use of describing adjectives, e.g. big, interesting

Use of detailed noun groups to build up the description, e.g. front right hand corner

Use of relating verbs, e.g. has, are

Use of adverbial phrases, e.g. at the front, on the walls

Use of conjunctions, e.g. when

Text Structure and Language Features: Example 2



Text Structure - Literary Description

Introduction to the subject

Description

PHILEAS FOGG

from 'Around the World in Eighty Days', by Jules Verne

This character's name is Phileas Fogg.

He is a tall, slim, handsome, clean-shaven Englishman who likes everything to be exact.

He wears dark suits and a top hat and walks quickly to his club at the same time every day.

He even takes the same number of steps to get there.

Language Features

Use of nouns that refer to a particular thing, i.e. not general

Use of pronouns to 'track' the subject, e.g. he, who

Use of describing adjectives, e.g. slim, handsome, dark

Use of detailed noun groups, e.g. tall, slim, handsome, clean-shaven Englishman

Use of relating verbs, e.g. is

Use of action verbs, e.g. walks

Use of adverbial phrases, e.g. at the same time every day

Suggested Teaching Components

- Write using the text structure and language features of an information report
- Use appropriate vocabulary
- Employ upper and lower case appropriately
- Use correct spacing between words, line, and paragraphs
- Set out work using appropriate layout, e.g. margins, date, headings, subheadings, dot points, columns
- Use appropriate pen colour
- Use the writing process to plan, draft and redraft

Suggested Themes, Topics and/or Experiences

Endangered animals, Solar System, plants, countries, cities, food, nutrition, health, drugs, computers, transport, rainforests, deserts, celebrations, art, famous people, money systems, education, exploration, settlement, landmarks

Suggested Assessment Tasks

- Complete cloze
- Write an information report using appropriate visual support

Sample Strategies**Teacher directed**

- Use pictures, videos, books, trips to build up field knowledge and extend vocabulary
- Model range of simple information reports - text and visuals
- Deconstruct a simple information report to show language features, e.g. existentials, articles
- Develop glossary and word banks

Joint/guided construction

- Deconstruct text to complete matrix
- Use matrix information to construct report
- Prepare appropriate visuals to support text
- Complete cloze leaving out specific language features, e.g. adjectives

Independent construction

- Complete cloze
- Reconstruct paragraphs from a matrix
- Write a simple information report
- Assess peers/self using checklist of text features

Grammar Scope

Nouns:

- Technical nouns e.g. algae
- Proper nouns e.g. New Zealand
- Common nouns e.g. kiwi, insects, seaweeds, colours

Prepositions:

- Of place in, on etc., e.g. in New Zealand

Articles:

- Definite the, e.g. the population
- Indefinite an, a, e.g. a land of three main islands
- Omission of article before most proper nouns, with uncountable nouns, e.g. in New Zealand

Pronouns:

- Subject I, you, we, they etc., e.g. They can look like huge seaforests.

Conjunctions and connectives:

- Contrastive however, but, although etc., e.g. The main language is English however many other languages are spoken.
- Additive and, also, as well etc., e.g. sushi and soup

Adjectives:

- e.g. central, brown, huge

Demonstratives:

- this, that, these, those, e.g. Many different shells of this colour.

Quantifiers:

- very, some etc., e.g. Some famous landmarks are the Beehive, Aoraki and the Auckland Harbour Bridge

Empty subject (there/it) + existential 'be' + noun:

- e.g. There are many plants and animals.

Question formation:

- 'wh' e.g. What are they used for?
- Subject reversal e.g. Are there other languages spoken?
- 'do' support
- when no auxiliary e.g. Does New Zealand have four main islands?
- Modal 'can' e.g. Can humans eat seaweed?

Negation:

- e.g. They aren't plants.

Short answer forms:

- e.g. Yes, they do. No, they don't. Yes, it has. No, it hasn't. Yes, it is. No, it isn't.

Verbs:

- Present tense verbs e.g. are, look like, grow

Punctuation:

- commas, paragraphs e.g. apostrophes, question marks, upper/lower case, full stops,

Text Structure and Language Features: Example 1



NEW ZEALAND

New Zealand is a land of three main islands. These are the North Island, the South Island and Stewart Island. There are many more small islands which are part of New Zealand. The Māori name for New Zealand is Aotearoa.

The capital city of New Zealand is Wellington. It is in the North Island.

The population of New Zealand is about 4 million. The first inhabitants to live in New Zealand were the Māori, the tangata whenua, or people of the land. After that, from the nineteenth century onwards, people came from all over the world to settle in New Zealand. The two official languages are English and Māori, however many other languages are spoken.

There are many birds and animals, such as kiwi and tuatara, and plants, such as rātā, which are only found in New Zealand.

The main products are wool, dairy products, wine, and meat.

Some famous landmarks are the Auckland Harbour Bridge, the Beehive (or House of Parliament), and Aoraki (Mt Cook).

Text Structure - Information report

General statement - identifies and classifies the subject

Description - includes political divisions, population flora, fauna, products and landmarks

Language Features

Use of general nouns, e.g. New Zealand

Use of timeless present typical of much scientific writing, e.g. is, has

Use of relating verbs, e.g. has, are

Use of adverbial phrases to locate, e.g. in New Zealand

Use of detailed noun groups to build up description, e.g. many more small islands, the first inhabitants

Use of sentences and statements throughout

Text Structure and Language Features: Example 2

Text Structure - Information report

General statement - identifies and classifies the subject

Description

SEAWEED

Seaweeds are algae. There are many different kinds of seaweed. Some grow only at one time of the year. Others grow all year round.

There are three main colour groups of seaweeds: red, green and brown. Green seaweeds are always found near water, usually close to the shoreline. Brown seaweeds are kelps. Kelps grow in the sea. They can look like huge seaforests. Red seaweeds can be many shades of this colour.

People use seaweeds for a variety of purposes. These include food, such as sushi or soup. Extracts from seaweed make ice cream smooth. Other uses are in medicine, paint and shampoo.

Language Features

Use of general nouns, e.g. shoreline

Use of timeless present typical of much scientific writing, e.g. grow

Use of relating verbs, e.g. is, are

Use of detailed noun groups to build up description, e.g. many different kinds, three main colour groups

Use of sentences and statements throughout

Suggested Teaching Components

- Write using the text structure and language features of a procedure following provided scaffold, e.g. science experiment method
- Use appropriate vocabulary
- Employ upper and lower case appropriately
- Use correct spacing between words, lines, and paragraphs
- Set out work using appropriate layout, e.g. margins, date, headings, subheadings, dot points, columns
- Use appropriate pen colour
- Use the writing process to plan, draft and redraft

Suggested Themes, Topics and/or Experiences

All curriculum areas, scientific experiments, computers, craft, games, everyday procedures, resuscitation, solid shapes, flow charts, models, geometry, fire drill

Suggested Assessment Tasks

- Complete cloze
- Record a demonstrated procedure
- Write a simple procedure with/without diagrams

Sample Strategies**Teacher Directed**

- Model text structure and language features of a simple guided procedure
- Compare a range of simple guided procedures
- Deconstruct and sequence text
- Create a class word bank of adverbial phrases and action verbs

Joint/guided construction

- Use jigsaw strategy to construct text using visual stimulus and reconstruct text as a class
- Demonstrate a procedure to class/group; correct steps are recorded
- Complete guided cloze to reinforce aspects of language features and content words
- Create instructions for a familiar personal routine, e.g. boiling a kettle

Independent construction

- Complete cloze to reinforce aspects of language features and content
- Use visual stimulus to sequence steps
- Write a simple guided procedure
- Label diagrams

Grammar Scope

Nouns:

- Common nouns e.g. aluminium cans, jelly crystals
- Technical vocabulary e.g. ingots
- General vocabulary e.g. melt

Prepositions:

- Of place to, in, on etc., e.g. to a factory
- Of accompaniment with etc., e.g. with a tie wrap

Articles:

- Definite the, e.g. the plastic bag
- Indefinite an, a, e.g. a plastic bag

Pronouns:

- Object him, her, us, them etc., e.g. Turn them into ingots.

Conjunctions and connectives:

- Additive and, also, as well etc., e.g. Melt them and turn them into ingots.

Adjectives:

- e.g. cold, small, plastic

Quantifiers:

- a little, very, some etc., e.g. a little boiling water

Question formation:

- 'wh' e.g. What do you do first? When do you add the water?
- Subject reversal e.g. Is the water boiling?
- 'do' support
- when no auxiliary e.g. Does the gelatine dissolve?
- Modal 'can' e.g. Can you make a model cell?

Short answer forms:

- e.g. Yes, it does. No, it doesn't. Yes, it has. No, it hasn't. Yes, it is. No, it isn't.

Verbs:

- Imperative verbs e.g. collect, take, grind, melt
- Infinitive verbs e.g. How to recycle aluminium cans.

Punctuation:

- e.g. apostrophes, question marks, upper/lower case, full stops, commas, numerals

Text Structure and Language Features: Example 1

Text Structure - Procedure
Goal or aim

Materials/Steps to accomplish goal

HOW TO RECYCLE ALUMINIUM CANS

1. Collect aluminium cans.
2. Take them to a factory.
3. Grind cans into small metal chips.
4. Melt them and turn them into ingots.
5. Roll the ingots into sheets.
6. Sell them to can manufacturers.
7. Make them into new aluminium cans.

Language Features

Use of nouns and noun groups, e.g. ingots, aluminium cans, factory

Use of commands, e.g. collect, melt, roll

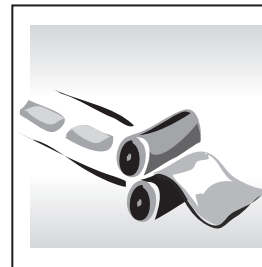
Use of action verbs, e.g. sell, make, take

Use of adverbial phrases, e.g. to a factory, into sheets

Use of technical language to build up field, e.g. ingots, grind

HOW TO RECYCLE ALUMINIUM CANS

Large amounts of energy are needed to produce aluminium from bauxite – but once aluminium is in metal form it can be re-melted over and over again, saving considerable amounts of energy and bauxite. The following diagrams represent the process of recycling aluminium cans.



Text Structure and Language Features: Example 2

Note: This is not the text structure for a science experiment report. This is only the part known as method.

Text Structure - Procedure
Goal or aim

Materials/equipment

Steps to accomplish goal

TO MAKE A MODEL OF A CELL

Materials/equipment:

Jelly crystals	one cup of cold water
A little boiling water	gelatine
Licorice disk	jelly beans
Plastic bag	tie wrap
Measuring cup	dish

Method

1. Dissolve the jelly crystals in a dish in a little boiling water.
2. Add one cup of cold water.
3. Add a teaspoon of gelatine.
4. Pour the jelly into a plastic bag.
5. Put in the nucleus (a liquorice disk).
6. Put in jellybeans for vacuoles (store houses).
7. Tie the plastic bag with a tie wrap.
8. Put in the refrigerator.

Language Features

Use of nouns and noun groups, e.g. a little boiling water, dish

Use of commands, e.g. add, dissolve, pour (Note that these are the first element of the clause, i.e. they are in the position of grammatical theme)

Use of action verbs, e.g. put, tie

Use of adverbial phrases, e.g. in a dish, into a plastic bag

Use of technical language to build up the field, e.g. vacuoles, nucleus

Suggested Teaching Components

- Write using the text structure and language features of a persuasive text following provided scaffold
- Use appropriate and lower case appropriately
- Use correct spacing between words, lines and paragraphs
- Set out work using appropriate layout, e.g. margins, date, headings, subheadings, dot points, columns
- Use appropriate pen colour
- Use the writing process to plan, draft and redraft

Suggested Themes, Topics and/or Experiences

School issues, personal issues, social issues, environmental issues, local community issues, national and international issues

Suggested Assessment Tasks

- Complete cloze
- Complete scaffold
- Write a simple guided persuasive text

Sample Strategies

Teacher directed

- Develop word banks to build field
- Demonstrate purposes of argument and show a variety of texts to illustrate difference between fact and opinion
- Use model texts to demonstrate structure and language features, e.g. modality, temporal conjunctions
- Deconstruct text to show differences between, e.g. cause, effect, solutions
- Construct a model text
- Examine different types of verb processes e.g. action processes, mental processes and linking processes to see how each contributes to persuasive text

Joint/guided construction

- Reinforce language features, structure and content using question/answer true/false, cause/effect activities, 3 level guides
- Deconstruct text using scaffold
- Complete a persuasive text using word bank, student research and scaffold
- Create visual text to support written persuasive texts, e.g. draw and label diagrams, graphs, tables

Independent construction

- Complete a scaffold from text, video etc.
- Complete cloze or poster emphasising emotive words, images etc.
- Write a simple guided persuasive text, e.g. letter to editor

Grammar Scope

Nouns:
 Proper nouns e.g. English
 Common nouns e.g. hats, school, cancer, music, industry

Prepositions:
 Of place at, in, on, over etc., e.g. at school, in our society
 Of accompaniment with etc., e.g. with other subjects

Articles:
 Definite the, e.g. the teachers
 Indefinite an, a, e.g. a hat
 Omission of article before most proper nouns, with uncountable nouns e.g. Everyone likes music.

Pronouns:
 Subject I, you, we, they etc., e.g. I believe you should wear a hat.
 Object you, him, her, us etc., e.g. to stop you from getting sunburnt
 Possessive our, her, my, their etc., e.g. in our school

Conjunctions and connectives:
 Additive and, also, as well etc., e.g. Also, songs tell stories, help us with English and make us happy.
 Causal because, so, as etc., e.g. So, I want everyone in our school to wear hats.
 Temporal firstly, secondly, finally etc., e.g. Firstly, if you don't wear a hat you will get sunburnt.

Adjectives: e.g. painful, compulsory, enjoyable, happy

Adverbs:
 Of frequency always, sometimes, never etc., e.g. I believe that you should always wear a hat.

Quantifiers: very, some etc., e.g. music of some kind

Question formation:
 'wh' e.g. Why should you wear a hat? What does sunburn lead to?
 Subject reversal e.g. Is sunburn painful?
 'do' support when no auxiliary e.g. Does sunburn lead to skin cancer?
 Modal 'can' e.g. Can you get cancer from sunburn?

Negation: e.g. We don't want to get cancer.
Short answer forms: Yes, it does. No, it doesn't. Yes, it has. No, it hasn't. Yes, it is. No, it isn't.

Verbs:
 Present tense verbs e.g. is, lead, want, likes, tell
 Present continuous tense verbs e.g. when you are playing outside
 Infinitive verbs e.g. You wear a hat to stop you from getting sunburnt.
 Verbal nouns (gerunds - nominalisation) e.g. learning, playing
 Modals should, could, might etc., e.g. Music should be compulsory.
 Conditional constructions e.g. Firstly, if you don't wear a hat, you will get sunburnt.

Simple contractions: don't, can't, isn't etc., e.g. We don't want to get cancer.

Punctuation: e.g. apostrophes, question marks, upper/lower case, full stops, commas, paragraphs

Text Structure and Language Features: Example 1

Text Structure - Opinion/Argument Title

Statement of position

Arguments

Reinforcement of position statement

SHOULD STUDENTS WEAR HATS AT SCHOOL ?

I believe that you should always wear a hat at school during the summer terms when you are outside, to stop you from getting sunburnt.

Firstly, if you don't wear a hat, you will get sunburnt and sunburn is painful.

Secondly, sunburn could lead to skin cancer when you get older and we don't want to get cancer.

In addition, hats can stop you getting headaches from the heat.

So, everyone in our school, including the teachers, should wear hats at lunchtimes during summer.

Language Features

Use of general nouns, e.g. hats

Use of technical words, e.g. cancer

Use of action verbs, e.g. wear

Use of thinking verbs, e.g. believe

Use of modality to reinforce argument, e.g. should

Use of complex sentences, e.g. Firstly, if you don't wear a hat, you will get sunburnt and sunburn is painful.

Use of connectives to sequence arguments, e.g. firstly, secondly,

Use of connectives to show logical connections between and conclude arguments, e.g. so, in addition

Text Structure and Language Features: Example 2

**Text Structure - Opinion/Argument
Title**

SHOULD MUSIC BE COMPULSORY AT SCHOOL ?

Statement of position

Music should be compulsory at school for several reasons. These include our enjoyment of music, its contribution to the economy and the skills it gives us.

Arguments

Firstly, everyone likes music of some kind. Music is enjoyable.

Secondly, the music industry is very popular in our society and the music industry is a very big one. It employs people in many different ways. Therefore it is important to know something about it.

Thirdly, learning to play music and to play an instrument helps you with other subjects. Studies have shown that it helps to improve the way the brain works. Also, playing an instrument is interesting and enjoyable. Songs tell stories, help us with English and make us happy. In addition, joining a music group can help us feel part of the school.

**Reinforcement of
position statement**

In conclusion, for the above reasons, I believe that music should be compulsory at school.

Language Features

Use of general nouns, e.g. music

Use of action verbs, e.g. play, learning

Use of thinking verbs, e.g. believe, know

Use of modality, e.g. should

Use of relating verbs, e.g. is, have

Use of compound sentences, e.g. Also songs tell stories, help us with English and make us happy.

Use of connectives to sequence arguments, e.g. firstly, secondly

Use of connectives to develop argument, show types of logical links between ideas and conclude argument, e.g. Therefore, In addition, In conclusion

Suggested Teaching Components

- Write a simple poem, e.g. haiku, acrostic or shape
- Use appropriate vocabulary
- Use appropriate spacing and layout
- Use appropriate pen colour
- Use the writing process to plan, draft and redraft

Suggested Themes, Topics and/or Experiences

Self, animals, humorous poems, people, places, emotions, senses, events, weather, songs

Suggested Assessment Tasks

- Write a simple poem

Sample Strategies**Teacher Directed**

- Build up word banks using wall charts showing examples of different techniques
- Model a variety of simple poems/songs
- Demonstrate rhyming patterns, rhythm, alliteration, onomatopoeia etc.
- Give examples of poetic devices, e.g. similes, metaphors, personification
- Deconstruct simple poems, e.g. haiku poems

Joint/guided construction

- Complete guided cloze activity focussing on language features and poetic devices
- Construct limericks and other pattern poems (e.g. haiku) using scaffold
- Brainstorm and complete partially constructed poem
- Write acrostic poems
- Make a book of class poems

Independent construction

- Complete cloze
- Write short poems

Grammar Scope

Nouns:

Proper nouns e.g. Autumn
 Common nouns e.g. leaves, ground, sadness

Prepositions:

Of place along, on, over etc., e.g. along the ground

Articles:

Definite the, e.g. the wind
 Omission of articles
 before most proper nouns,
 with uncountable nouns e.g. in Autumn

Pronouns:

Subject I, you, we, they etc., e.g. You are down.
 Possessive our, her, my, their etc., e.g. crunching under my feet

Conjunctions and connectives:

Additive and, also, as well etc., e.g. You are down and alone.

Question formation:

'wh' e.g. Why is the poem sad? What is the poem about?
 Subject reversal e.g. Is it winter?
 'do' support
 when no auxiliary e.g. Do the leaves move along the ground?
 Modal 'can' e.g. Can you imagine the trees.

Short answer forms:

e.g. Yes, she does. No, she doesn't. Yes, it has. No, it hasn't.
 Yes, it is. No, it isn't.

Verbs:

Present tense verbs e.g. is
 Participles used
 as action verbs e.g. falling, moving, rustling, crunching

Punctuation:

e.g. apostrophes, question marks, upper/lower case, full stops,
 commas, lines, verses, stanzas, chorus

Text Structure and Language Features: Example 1

**Text Structure - Poem
Title**

Poem written in a shape



Language Features

Poetic Devices

Use of onomatopoeia, e.g. crunching

Use of repetition, e.g. falling, falling

Use of imagery, e.g. moving in the wind

Text Structure and Language Features: Example 2

**Text Structure - Poem
(acrostic)**

Title

Lines

SADNESS

Sadness is when you

Are

Down

aNd

alonE

Sad and

Sorry

Language Features

Poetical Devices

Use of alliteration, e.g. sad, sorry

Use of imagery through use of adjectives,
e.g. down, sad, sorry, alone

Suggested Teaching Components

- Write using the text structure and language features of a personal response, e.g. book review, film review
- Use appropriate vocabulary
- Employ upper and lower case appropriately
- Use correct spacing between words, lines, and paragraphs
- Set out work using appropriate layout, e.g. margins, date, headings, subheadings, dot points, columns
- Use appropriate pen colour
- Use the writing process to plan, draft and redraft

Suggested Themes, Topics and/or Experiences

Literature, artworks, films, TV shows, radio, songs, plays, piece of music

Suggested Assessment Tasks

- Write a simple personal response

Sample Strategies**Teacher directed**

- Demonstrate a variety of personal responses
- Deconstruct a model personal response
- Construct complex sentences using relative pronouns and demonstrate how present tense can change to past tense for emotive writing
- Construct model personal response from familiar class text

Joint/guided construction

- Complete guided cloze about familiar text, practise relative pronouns
- Complete dictagloss
- Write questions to elicit responses and from matrix
- Write a summary of the matrix

Independent construction

- Complete cloze
- Write simple responses using visual stimulus
- Write simple film/book reviews using scaffold

Grammar Scope

Nouns:

Proper nouns e.g. Jules Verne, Koro, the Whale Rider
Common nouns e.g. novel, author, adventures

Prepositions:

Of place around, on, over etc., e.g. around the world
Of time in, after, before etc., e.g. in 80 days
Of accompaniment with etc., e.g. with him

Articles:

Definite the, e.g. the world
Indefinite an, a, e.g. a small village
Omission of article
before most proper nouns,
with uncountable nouns e.g. in Whangarā

Pronouns:

Subject I, you, we, they etc., e.g. I read
Object him, her, us etc., e.g. with him
Possessive his, our, her, my, their etc., e.g. He took his servant.
Relative who, which, that, where etc., e.g. which is a small village in New Zealand

Conjunctions and connectives:

Additive and, also, as well etc., e.g. and the author was Jules Verne
Causal because, so, as etc., e.g. I liked this book because it was very funny.

Adjectives:

e.g. funny, beautiful, natural, happy

Adverbs:

Of focus or intensity really, only, even etc., e.g. I really liked this book.
Of place out, there etc., e.g.

Demonstratives:

this, that, these, those, e.g. I really liked this book.

Question formation:

'wh' e.g. Why did you like the book? What was the book about?
subject reversal e.g. Is the book funny?
'do' support
when no auxiliary e.g. Did you like the book?
Modal 'can' e.g. Can Fogg travel round the world in time?

Short answer forms:

e.g. Yes, she does. No, she doesn't. Yes, it has. No, it hasn't.
Yes, it was. No, it wasn't.

Verbs:

Infinitive verbs e.g. when she helps to rescue
Present tense verbs e.g. plays, receives, find, take, is
Past tense verbs e.g. liked, enjoyed, was, told

Punctuation:

e.g. question marks, upper/lower case, full stops, commas, apostrophes, paragraphs

Text Structure and Language Features: Example 1

**Text Structure - Response to literary text**

Context - gives background on the text, e.g. author, setting, brief synopsis

Opinion/Reaction - explores the qualities and effectiveness of the text, expressing personal feelings

'AROUND THE WORLD IN 80 DAYS'

The title of the novel I read was 'Around the World in 80 Days' and the author was Jules Verne. It was written in the nineteenth century, about 100 years ago. It was about an English explorer named Phileas Fogg who made a bet with some friends that he could travel around the world in 80 days. He took along his servant, a Frenchman named Passepartout, and had many adventures on the way.

One of the most exciting parts of the book was when Phileas Fogg rescued the woman who was going to be burned alive. I admired his courage.

I really liked this book because it was funny and told me about a lot of different countries in the world. Jules Verne made the end of each chapter exciting because you wanted to know what was going to happen next. It had a happy ending too.

Language Features

Use of nouns to name people, places, things, e.g. Phileas Fogg, novel, character, author, novel

Use of complex sentences, e.g. It was about an Englishman named Phileas Fogg who made a bet with some friends that he could travel around the world in 80 days.

Use of adverbial phrases to say when and where events took place, e.g. in 80 days, on the way

Use of past tense to recount events and evaluate text

Use of feeling, saying verbs, e.g. liked, told

Text Structure and Language Features: Example 2

Text Structure - Response to Literature

Title

Context - gives background information on author, setting, main characters, brief synopsis

Opinion/reaction - explores the qualities and effectiveness of text, expressing personal feelings

Evaluation

WHALE RIDER

The title of the movie I studied is 'Whale Rider'. It is based on novel by a Māori writer, Witi Ihimaera. The main characters are Pai, a young Māori girl, and Koro her grandfather, an elder of the tribe. The movie is set in Whangarā, which is a small village in New Zealand.

Koro is trying to find the person who will lead the tribe in the future, but he believes this person must be male, as it is Māori tradition. Pai knows that she should be the leader, but it takes a long time for her grandfather to realise that she is the Whale Rider, the chosen one.

Pai must pass the tests to show she is the chosen one and nearly drowns when she helps to rescue a whale which has been stranded on the beach. Finally Koro accepts that Pai should be the leader of the tribe.

I really enjoyed this movie because it made me realise that people have different beliefs and ways of living and made me understand some Māori culture. I also enjoyed the beautiful, natural scenery of the New Zealand coast. The best shot in the film was the slow motion shot where Pai was riding a huge, magnificent whale and everyone thought she had drowned.

I would recommend this movie to anyone interested in understanding another culture.

Language Features

Use of nouns to name people, places, things, e.g. Pai, Koro, New Zealand

Use of complex sentences, e.g. Koro is trying to find the person who will lead the tribe in the future, but he believes this person must be male.

Use of adjectives (including opinion adjectives) to build description e.g. huge, magnificent

Use of adverbial phrases, e.g. on the beach

Use of past and/or present tense (present tense to describe what film is about)

Use of feeling verbs, e.g. liked, enjoyed, realised

Use of conjunctions, e.g. because, when