

**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