English Language Intensive Programme

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