

Suggested Teaching Components

- Use appropriate vocabulary
- Listen to an information report noting key ideas and information
- Ask and answer questions about an information report
- Follow the text structure and language features of an information report
- Give an information report using appropriate text structure and language features
- Use visual texts appropriately to aid understanding of an information report
- Use self correction techniques with regard to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level
- Develop awareness of the features of an effective oral presentation, e.g. clarity and tone of voice, body language, eye contact and facial expression, fluency, pace of delivery
- Develop awareness of the effect of audience and purpose on the text

Suggested Themes, Topics and/or Experiences

Any curriculum topic, local community, citizenship, civil rights, homeland, environment, digestion, countries, wars, religions, international relations, animals, people, technology, government, sport

Suggested Assessment Tasks

- Present a formal information report
- Participate in a role-play, e.g. interview between reporter and expert
- Do a 3-2-1 speaking activity

Sample Strategies**Teacher directed**

- Use visuals, e.g. pictures, videos, to build up field
- Model reading short information report emphasising pronunciation, intonation, fluency etc
- Develop word bank and/or mindmap or concept circle and differentiate between everyday language and topic specific language
- Brainstorm (Think, Pair Share) the text structure, purpose and language features of an information report

Joint/guided

- Describe characteristics of topic using topic-specific terms in an activity, e.g. barrier game based on topic-specific vocabulary
- Compare and contrast the features of a good/bad report including presentation checklist, e.g. body language, gestures, eye contact, record student speeches for self assessment
- Show how information can be presented differently depending on purpose and audience, using subjective and objective language
- Complete dictagloss
- Expand noun groups and notice nominalised forms
- Do 3-2-1 speaking activity (see Strategies Glossary)

Independent

- Listen to/watch broadcasts and summarise main ideas; provide commentary; develop texts, present formal talk using visual text as aid,
- Research specific features of a topic individually, e.g. from Internet, library, interviews and in groups report back using correct text structure
- Role play in pairs, e.g. television interview with an expert on a topic