

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. audio tapes 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