**F. Intonation, stress and rhythm Exercises**

**F. Oral Cloze**

**Exercises**

**F. Listening Exercises**

1. **Discovering the Text:**

**Read the text to the students.**

**C. Explore the meanings in the text: Teacher and students**

**plan together,**

**then role play**

**the text/**

**parts of**

**it.**

**R. Assessment.**

**Revisit activities and**

**exercises B, E, F, H, J.**

**Observe the students during these activities and make anecdotal records/ recordings as appropriate.**

**Have students talk about**

**Activities G, L, N, P, Q.**

**Record and transcribe**

**student responses for**

**analysis.**

**Q. Group Oral**

**presentation. Students**

**present the songs, rhymes,**

**the original text, or the**

**group-negotiated texts as an**

**‘item’ for an audience. This**

**could be a recitation, a play or**

**a song.**

**P. Using the original text as a**

**model, teacher and students write a group negotiated text in the same genre. This text can differ in language items,**

**setting, characters, plot or purpose,**

**from the original text.**

**O. Teacher and students write a**

**group-negotiated text which**

**captures the learning of**

**the identified**

**curriculum**

**area(s).**

**N. DO:**

**TALK:**

**RECORD**:

**N. Explore**

**the curriculum**

**links/outcomes**

**suggested through**

**the content of the text.**

**Identify one or more of the following curriculum areas:**

**Science**

**Social education**

**Maths**

**Health/Physical Education**

**Technology**

**M. Teacher and students write a group-negotiated text that reflects**

**the visual arts work eg.**

**Procedural or**

**Descriptive.**

**L. Explore the text through**

**Visual Arts.**

**K. Teacher**

**and students**

**‘group-negotiate’**

**the words of the**

**poetry /songs,**

**students illustrate,**

**sequence and display.**

**J. Explore the text through poetry and/or**

**music (rhymes and**

**songs).**

**I.Teacher**

**and students write**

**a group-negotiated text**

**of the original, from**

**memory, with the support of illustrations. Students illustrate, sequence the pages and display in the room for reference.**

**H. Pronunciation Exercises**

**G. Teacher and students make a picture map or story graph which depicts the central meanings of the text**

**E. Students retell the text, eg. the sequence, the story line, supported by the illustrations.**

**D. Talk about**

**the text:** *Is it true/*

*made up? Is there anything in*

*the text that would make us believe*

*it is/is not true? Do the words give us a*

*clear picture of what is happening? What*

*are these words? What do they mean? Do*

*the pictures give us an idea of what is happening? How?*

**B. Respond to the text: Teacher**

**and students talk about ideas, opinions, feelings linked to the content of the text.**

***Walking Talking Texts:***

***The Petal Planner***

***Activities and Exercises***

***for teaching Spoken English***