**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***