Grammar Scope

Nouns:
Proper nouns	e.g. I-Wen, Sir
Common nouns	e.g. glue sticks, box, bird, sky

Prepositions:
Of place	from, in, on etc., e.g. from the box, in the tree

Articles:
Definite	the, e.g. the box
Indefinite	a, an, e.g. a bird

Simple Conjunctions:
Additive	and, also etc., e.g. Go and get the glue sticks.

Adjectives: e.g. yellow, brown, oval, small, round

Question formation:
'wh'	e.g. How many is that?

Verbs:
Present tense verbs	e.g. How many is that?
Imperative verbs	e.g. go, get, colour, draw

Text Structure and Language Features

Text Structure - Instructions, listen for detail

EXAMPLE 1

Initiation
Teacher: I-Wen, go and get the glue sticks from the box.

Feedback/initiation
Student: OK. How many, Sir?

Response/initiation
Teacher: One for each student. How many is that? (gestures)

Response
Student: Eight, Sir.

Feedback/closing
Teacher: OK. Give them out, please.

EXAMPLE 2

Initiation
Teacher: (Hands out picture stimulus). Draw a small bird in the tree.

Response
Students: (Draw)

Initiation
Teacher: Colour the bird brown.

Response
Students: (Colour)

Initiation
Teacher: Draw three large clouds in the sky.

Response
Students: (Draw)

Initiation
Teacher: Draw a round nest in the tree. Draw four oval eggs inside the nest.

Response
Students: (Draw)

Initiation.
Teacher: Decide on one more thing to add to your picture. Get your partner to guess what you have drawn, then get him/her to look at your picture check if s/he was right.

Response
Student/s   (Draw and discuss with partners)

Language Features

Use of proper nouns to name people, e.g. I-Wen, Sir

Use of ellipsis typical of casual conversation, e.g. Eight, Sir. (not That's eight, Sir.)

Use of imperatives (commands), e.g. Give them out. Colour the bird brown.

Use of expressions for feedback, e.g. OK.

Use of questions, e.g. How many is that?

Use of adjectives from curriculum areas (oval, round,) to extend and reinforce vocabulary development.