Appendix 5

An example of varying materials, presentation and learning activities in reteaching

Module: Me, My Family and Friends
Unit: Introducing and Describing Myself and Family
Task: My body
Level: Key Stage 1

Key Stage Targets:
To develop an ever-improving capability to use English
- to recognize and solve simple problems in given situations (K.D.d)
- to interpret and use simple given information through processes or activities such as labelling, matching, and to follow simple instructions (K.D.b)
- to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through participating in singing songs (E.D.a)

Language Focus:
- Use nouns to identify objects, e.g. the head
- Use demonstratives to refer to objects, e.g. This is my head.

Language Skills:
Speaking
- maintain an interaction by providing information in response to factual questions
Listening
- identify main ideas
Writing
- supply appropriate words in given contexts (e.g. captions or labels)
- complete song lyrics based on models with some language support
<table>
<thead>
<tr>
<th><strong>First lesson</strong></th>
<th><strong>Reteaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials used</td>
<td>Wall picture</td>
</tr>
<tr>
<td>Way of presentation</td>
<td>Teach through illustrating the various parts of the body.</td>
</tr>
<tr>
<td>Activities / exercises / tasks</td>
<td>Labelling the various parts of the body</td>
</tr>
</tbody>
</table>

Adapted from ‘Target Oriented Curriculum from Learning to Assessment Exemplar Tasks for English Key Stage 1 Volume 4’ pp. 70 – 74
Appendix 6

An example of introducing smaller steps and designing graded exercises / activities / tasks

**Module:** My neighbourhood  
**Unit:** Home  
**Task:** Helping at home  
**Level:** Key Stage 2

**Key Stage Targets:**  
To develop an ever-improving capability to use English  
- to interpret and use given information (K.D. b)  
- to find out, organize and present information on familiar topics (K.D.a)  
- to give expression to one’s experience through written accounts of events and one’s reactions to them (E.D. d)

**Language Focus:**  
- Use the present perfect tense to relate past events to the present, e.g. I *have watered* the plants.

**Language Skills:**  
**Reading**  
- use simple strategies to extract meaning from short texts  
- identify details that support a main idea  
**Writing**  
- construct short texts based on given information  
- express own ideas and feelings with some language support

**Notes:**  
The following three activities provide opportunities for the use of the present perfect tense. The activities are carefully graded. The completion of one activity will lead the pupils onto later ones. Activity 1 is a note-taking activity. In Activity 2, the pupils are expected to write out a page of Mary’s diary. In Activity 3, the pupils write their own diary. Accompanying this set of graded activities are three pre-task exercises, which are intended to be smaller teaching steps to help pupils whose grasp of the use of the present perfect tense and the imperatives is weak.
Activity 1

Mary’s mother is out. She asks Mary to do a number of things. Read the note below.

6th June 2000

Mary,

* water the plants
* feed the cat
* sweep the floor
* do your homework
* tidy your room

Mum
Has Mary done all of them? Read the dialogue below between Mary and her elder sister, May. Complete the note that Mary writes to her mother in which she puts a tick (✓) next to the things that she has done.

**Dialogue**

May : No, but I’ve done most of them.
May : What have you done?
Mary : I’ve watered the plants. And I’ve fed Kitty. She is sleeping now.
May : Well done. Your room is very tidy. So you’ve tidied it.
Mary : Yes, May. I’ve also swept the floor.
May : Oh, yes. It’s very clean now. What about your homework?
Mary : Mm… I haven’t done it yet.
May : Oh, dear!
Mary : Don’t worry. I’m going to finish it.
May : You are a good girl.

6th June 2000

Mum,

- water the plants  ( )
- feed the cat  ( )
- sweep the floor  ( )
- do your homework  ( )
- tidy your room  ( )

Mary

62  Handbook on Remedial Teaching of English in Primary Schools
Activity 2

Here is a page from Mary’s diary. She wants to write down what she has done. Help her to complete it.

6th June 2000

Today I have helped my mother. I have watered the plants.
______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
I’m very tired now!

Activity 3

Have you helped your mother today? What have you done? Write your diary. The following questions may help you.

Have you washed the dishes / clothes?
Have you swept the floor?
Have you looked after your younger brother / sister?
Have you tidied the flat?
How do you feel? (happy or sad)
**Pre-task Exercise 1**

The pupils are divided into two groups. The teacher asks one group of pupils to mime the actions written on the cue cards and asks the other group of pupils to guess what actions have been mimed.

Examples of actions to be mimed: open / close the door  
open / close the window  
clean the blackboard  
read the book  
walk to the door / window / back of the classroom

An exemplar dialogue between two pupils

Pupil A (the one who mimes the action): What have I done?
Pupil B (the one who makes the guess): You have _________________.
Pupil A (the one who mimes the action): Yes, I have _________________.  
(for a correct guess)  
No, I have not _______________.  
(for a wrong guess)

**Pre-task Exercise 2**

The teacher puts some pictures on the blackboard.

Then the teacher asks a question. The pupils work together to spot the right picture and answer the teacher’s question. For example,

Teacher: Who has swept the floor?
Pupil: John has swept the floor. (The pupil touches Picture B as he gives the answer.)
Pre-task Exercise 3

The children have helped their mother at home. Look at the pictures and fill in the blanks with the help of the words in the box.

<table>
<thead>
<tr>
<th>tidied</th>
<th>fed</th>
<th>washed</th>
<th>done</th>
<th>watered</th>
<th>swept</th>
</tr>
</thead>
</table>

a) Mary has _____________ the dishes.

b) Tom has _____________ the dog.

c) David has _____________ the floor.

d) Ann has _____________ the plant.

e) Susan _____________ the flat.
Appendix 7

A communicative activity
(‘Crossing the information gap’ and ‘Getting things done’)

Pupil A’s picture          Pupil B’s picture

Pupil A’s task
I. Ask Pupil B where each of the following items is and number it in the right place in your picture.

1. book
2. eye
3. television
4. book

Pupil B: Yes, I can.
Pupil A: Where is it?
Pupil B: It’s on the table.

II. Compare your picture with Pupil B’s to check the position of the items.

III. Write about your picture.

Pupil B’s task
I. Ask Pupil A where each of the following items is and number it in the right place in your picture.

1. cat
2. clock
3. cup
4. lamp

Pupil A: Can you see my cat?
Pupil B: Yes, I can.
Pupil A: Where is it?
Pupil B: It’s on the chair.

II. Compare your picture with Pupil A’s to check the position of the items.

III. Write about your picture.

Adapted from ‘Poems, Songs and Games for the Primary English classroom 1994’