

Listening, vocabulary and oral language / Activity 8

Ask for the missing information

Recognise an unclear message and request a useful detail.

Name: _____ Date: _____

Talk and do - adult preparation

Adult messages: Put it over there. Bring the book. Meet me later. Draw a big shape. Discuss what would need to be known in each situation. Do not reward pretending to understand.

1. Choose a message. What information is missing?

2. Ask a precise question to make the message clearer.

3. Adult supplies a detail. Restate or show the clearer message.

You may respond by talking, pointing, drawing, writing or using your usual communication tools.

Adult teaching notes

Ask for the missing information / Listening, vocabulary and oral language

This is not a controlled decodable text. Read aloud if needed, and record the support given.

Prepare and model

I do not just say What? I ask Which book? because that is the detail I need.

Teach, practise, check

1. Introduce the words using real objects, examples or an accessible demonstration.
2. Model a short speaker-listener exchange. Let partners rehearse with the task visible.
3. Give each learner a fresh turn; the listener checks meaning and the speaker repairs the message if needed.

Answers / acceptable responses

1. Possible gaps: which object/place; which book; when/where; what shape/how large. Context can sometimes supply the detail.
2. Examples: Which book? Where should I put the cup? What time shall we meet?
3. Accept any question that addresses a genuine gap. Check that the new message now gives enough information.

Support

Reduce the number of objects or choices. Allow extra processing time and usual communication tools. Adult may scribe or offer a starter; do not insist on eye contact or a spoken response.

Extend and transfer

Apply the same language move to a current classroom task with a new partner or new objects. Fade the starter only when it remains helpful to do so.

Observe and revisit

Record what the learner understood and what message they produced separately. Note the exact cue or visual support used; revisit with a new example.