

Listening, vocabulary and oral language / Activity 9

Retell the problem and solution

Organise an oral retelling around a connected event.

Name: _____ Date: _____

Talk and do - adult preparation

Adult reads: Arun carried a box of drawing paper to the table. The bottom opened and the paper slid out. Mei brought a tray. Together they put the paper on the tray and carried it to the table. Retell map: who; goal; problem; response; ending.

1. Listen once, then name the people and their goal.

2. Retell the problem and response using the map.

3. Partner identifies one clear link and asks for one missing detail.

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

Adult teaching notes

Retell the problem and solution / Listening, vocabulary and oral language

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

Prepare and model

They got a tray is incomplete: I explain that the tray supported the paper after the box opened.

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. Arun and Mei; move drawing paper to the table.
2. Box bottom opens, paper falls; Mei brings a tray, they use it to carry the paper.
3. Do not require exact wording. Retelling should keep who did what and how the response addresses the problem.

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.