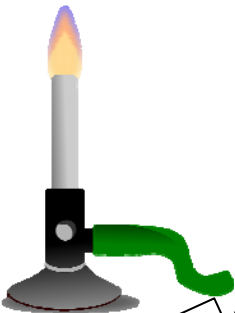
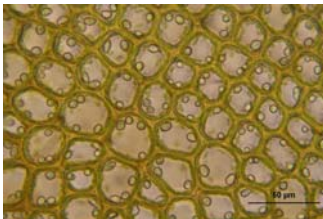


Step	Language features	Examples	Advice and Strategies
<p>Step 1</p>	<p>Can use taught nouns to identify real objects or pictures.</p> <p>Can label a diagram using a word list.</p> <p>Can write a list of equipment.</p> <p>Can follow routine instructions given orally.</p> <p>Can respond to simple, closed questions that relate to real objects or visuals with one word or gesture.</p>	<p><i>the Bunsen burner</i> <i>the beaker</i></p> <p>“Label a plant cell and an animal cell.”</p> <p>“Put your safety goggles on.”</p>  <p>“What is this?” “What is your body made of?” “What is a plant cell?”</p> 	<p>Teachers need to be aware that some words have a different scientific meaning from an everyday meaning, eg <i>cell wall</i>, <i>tissue</i>.</p> <p>Concept words may be harder for learners who are new to English to understand, eg energy, force, atom.</p> <p>Dual language dictionaries may be helpful for learners who are literate in their first language. Be aware that if learners are encouraged to look up words for the first time, a translation may be helpful as they may not have the knowledge to link the new English word to its meaning. Visual aids, such as gesture and video clips will all help learners to understand the meaning of a word.</p> <p>Use real objects and diagrams to introduce new words. Learners may be able to understand a word through a process of elimination, eg respiratory (change) (s).</p> <p>Encourage learners to use key words in a short piece of text.</p> <p>Ask learners to use a key word and remember to allow learners time to formulate a response. Responses may be non-verbal.</p> <p>Match instructions with safety signs. Use first languages where possible to ensure learners are familiar with safety procedures.</p> <p>Ideas for developing vocabulary: Matching pairs games, lotto, bingo. Word and definition loop games. These may need to be words and pictures initially.</p>

Note: Strategies in **bold** can be found in the glossary of the NASSEA EAL Assessment Framework