

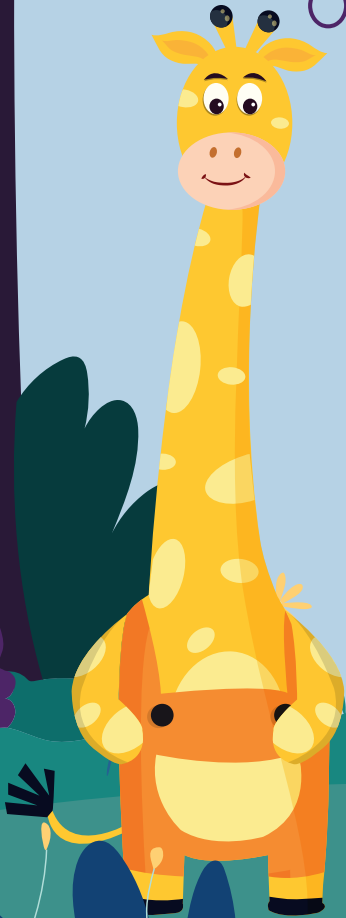


# ADVENTURES OF ZURY

## SÜREÇ DEĞERLENDİRMeye YÖNELİK ETKİNLİK KİTABI

ÖĞRETMEN KILAVUZU

İlkokul İngilizce  
2. Sınıf







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## İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;  
Sönmeden yurdumun üstünde tüten en son ocak.  
O benim milletimin yıldızıdır, parlayacak;  
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!  
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?  
Sana olmaz dökülen kanlarımız sonra helâl.  
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.  
Hangi çılgın bana zincir vuracakmış? Şaşarım!  
Kükremiş sel gibiyim, bendimi çiğner, aşarım.  
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,  
Benim iman dolu göğsüm gibi serhaddim var.  
Ulusun, korkma! Nasıl böyle bir imanı boğar,  
Medeniyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;  
Siper et gövdeni, dursun bu hayâsızca akın.  
Doğacaktır sana va'dettiği günler Hakk'ın;  
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:  
Düşün altındaki binlerce kefensiz yatanı.  
Sen şehit oğlusun, incitme, yazıktır, atanı:  
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?  
Şüheda fışkıracak toprağı sıksan, şüheda!  
Cânı, cânânı, bütün varımı alsın da Huda,  
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlahî, şudur ancak emeli:  
Değmesin mabedimin göğsüne nâmahrem eli.  
Bu ezanlar -ki şehadetleri dinin temeli-  
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,  
Her cerâhamdan İlahî, boşanıp kanlı yaşım,  
Fışkırır ruh-ı mücerret gibi yerden na'şım;  
O zaman yükselerek arşa değer belki başım.

Dalgalar sen de şafaklar gibi ey şanlı hilâl!  
Olsun artık dökülen kanlarımın hepsi helâl.  
Ebediyyen sana yok, ırkıma yok izmihlâl;  
Hakkıdır hür yaşamış bayrağımın hürriyet;  
Hakkıdır Hakk'a tapan milletimin istiklâl!

**Mehmet Âkif Ersoy**

## GENÇLİĞE HİTABE

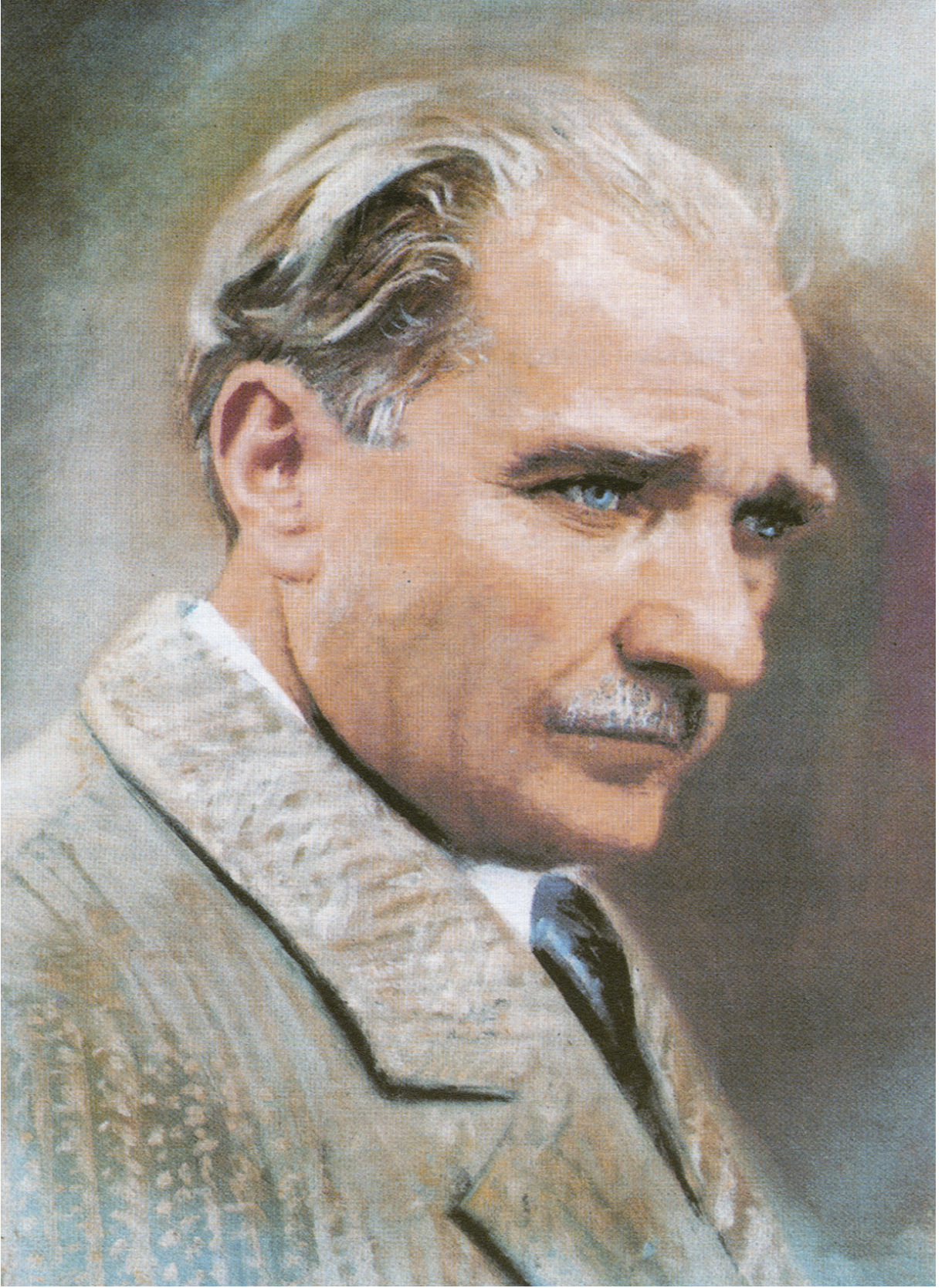
Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namûsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk





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## INTRODUCTION

Dear honourable teachers,

The aim of this book is to present practical activities and effective feedback throughout the formative assessment process for the second grade English course. To reach this aim, some formative assessment techniques such as peer assessment, self- assessment, observation checklist, and portfolio have been used in the book. You can determine to what extent your students have reached the targeted outcomes using these alternative assessment techniques instead of using classical assessment methods (e.g., tests and teacher-made exams) and their components (e.g., grading, ranking, scoring, and comparing) .

This section provides brief information about what formative assessment is and how effective feedback is given. In addition, it presents some useful information about the formative assessment techniques that have been used in the student's book. You may use this material as a model for designing your own activities and developing your formative assessment tools.

*You may share your own samples of classroom practices (photos, videos, sound recordings etc.) about the activities in “Adventures of Zury”, your pupils’ works or drawings on the characters of the book (Zury, Emily, Mary, Harry etc.), your recommendations, and feedback to improve the book through the e-mail address: [odsgm\\_zurysd@meb.gov.tr](mailto:odsgm_zurysd@meb.gov.tr).*

### What is Formative Assessment?

Encouraging active participation of the students, collaboration with learning environment and providing equal opportunities for all students are important components of today's educational system. However, it is well-known that assessing and evaluating students' learning outcomes across all grades and all learning areas are hot and crucial topics in education. In such assessment, formative assessment is used to obtain information about students' understanding and provide teachers with feedback that informs both what their students have gained and practised (Bailey & Heritage, 2008).

Throughout formative assessment process, students have meaningful learning opportunities and take more responsibility for their own learning and monitoring their progress. For this kind of assessment, student-teacher interaction plays an important role for self-evaluation and feedback from both peers and teachers (McMillan, 2010). In formative assessment process, learners are encouraged to answer three important questions: “Where am I going?, How am I going?, Where to next?”. Regarding the first question, both teachers and students try to understand the learning goals as well as success criteria to reach these goals. The aim of the second question is to understand what strategies are used for assessment purposes. The last question illustrates to what extent learning goals have been achieved and what future actions are (Hattie, 2012). The teacher should ask these three questions periodically and review her/his learning process as formative assessment is an ongoing and continuous process.

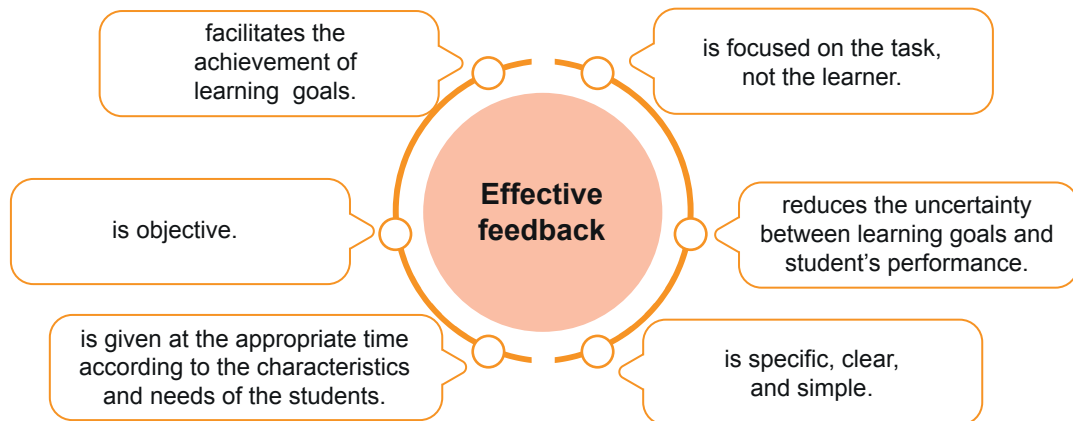
### When is Formative Assessment Used?

To enhance students' attainment and growth, formative assessment takes place mostly during instruction. As formative assessment focuses on the process, it requires to be implemented during the whole academic year. It is important to identify the students' strengths and weaknesses continually as well as supporting them to progress and modify the learning process accordingly. Therefore, teachers can use formative assessment for designing their teaching activities besides identifying their students' progress.

## How is Effective Feedback Given?

Feedback is one of the basic elements in formative assessment. Receiving timely and meaningful feedback on the learning process from teachers and peers, as well as from their own reflections, is one of the key mechanisms underpinning formative assessment (Redecker & Johannessen, 2013). Feedback enables not only teachers but also learners to have information about the learning process. The feedback either written or verbal is supposed to have some characteristics to be effective and support students' learning process. Figure 1 explains these characteristics (Shute, 2008):

Figure 1



Giving effective feedback is crucial. It should encourage students and focus on the task. It is also important that effective feedback should be specific, simple, clear, and straightforward. Table 1 presents some examples related to effective and ineffective feedback:

Table 1

Effective Feedback	Why effective?
<ul style="list-style-type: none"> <li>Canan, you are a good listener! You listened and circled the words; “a kangaroo, a panda and a zebra.” correctly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ encourages the achievement of learners.</li> </ul>
<ul style="list-style-type: none"> <li>Kuzey, your performance is great! You should listen and repeat only “hockey and tennis” again. Try to pronounce these words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ is specific and simple.</li> </ul>
<ul style="list-style-type: none"> <li>Gamze and Rıdvan, your dialouge is very nice. You speak a little bit fast. It would be great to speak more slowly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ is certain and clear.</li> </ul>
<ul style="list-style-type: none"> <li>Füsün, I liked the way you speak. I think, you can speak aloud, we can hear you better.</li> </ul>	<ul style="list-style-type: none"> <li>✓ is focused on the task.</li> </ul>
Ineffective Feedback	Why ineffective?
<ul style="list-style-type: none"> <li>Good job!</li> </ul>	<ul style="list-style-type: none"> <li>✗ is unclear.</li> </ul>
<ul style="list-style-type: none"> <li>This answer is incorrect!</li> </ul>	<ul style="list-style-type: none"> <li>✗ is focused on finding mistakes.</li> </ul>
<ul style="list-style-type: none"> <li>You are better than your friends!</li> </ul>	<ul style="list-style-type: none"> <li>✗ compares students to others.</li> </ul>
<ul style="list-style-type: none"> <li>You are a good student!</li> </ul>	<ul style="list-style-type: none"> <li>✗ is focused on the learner.</li> </ul>
<ul style="list-style-type: none"> <li>Your performance is very bad. Do the activities again!</li> </ul>	<ul style="list-style-type: none"> <li>✗ is in the form of punishment.</li> </ul>

## What are Formative Assessment Techniques?

In the student's book, some formative assessment techniques such as peer assessment, self-assessment, observation checklist, and portfolio have been used. This section presents some useful information about these formative assessment techniques from which you can benefit (Harris & Brown, 2018; Kutlu, Doğan, & Karakay, 2014; MEB & UNICEF, 2020; Özer & Söylemez, 2020; Tess India, 2019; Topping, 2018).

SELF-ASSESSMENT		
<i>helps students take responsibilities in assessing their learning outcomes and become independent as needed.</i>		
Why?		➤ to provide an opportunity for self-reflection
		➤ to identify strengths and weaknesses
		➤ to enable autonomous learning
		➤ to give constructive/useful/purposeful/immediate feedback
		➤ to increase self-awareness
		➤ to improve critical thinking and self-regulation skills
		➤ to support creativity and problem-solving skills
How?	Via	➤ self-assessment forms
		➤ prompt questions
		➤ open-ended questions
		➤ interviews

PEER ASSESSMENT		
<i>helps students collaborate effectively in groups by critiquing their peers' progress as well as providing feedback.</i>		
Why?		➤ to support interactive and social process
		➤ to create positive learning atmosphere
		➤ to give constructive/useful/purposeful/immediate feedback
		➤ to improve critical thinking skills
		➤ to support creativity and problem-solving skills
		➤ to improve the ability to criticise and to be objective
How?	Via	➤ peer assessment forms
		➤ prompt questions
		➤ open-ended questions
		➤ interviews
		➤ think-pair-share

## OBSERVATION CHECKLIST

*helps teachers support their observations using certain criteria to evaluate the performance and/or behaviour of the students in certain tasks.*

Why?	➤ to gather systematic information	
	➤ to identify gaps and improve learning	
	➤ to give constructive/useful/purposeful/immediate feedback	
	➤ to make decision-making easier	
	➤ to collect evidence	
	➤ to develop an assessment framework	
How?	Via	➤ observation checklists
		➤ notes
		➤ video or audio recordings
		➤ photos
		➤ documents



PORTFOLIO		
<i>helps both teachers and students see collectively students' progress, effort, and achievement.</i>		
Why?	➤ to gather systematic information	
	➤ to identify gaps and improve learning	
	➤ to give constructive/useful/purposeful/immediate feedback	
	➤ to make decision-making easier	
	➤ to collect evidence	
	➤ to increase self-awareness	
	➤ to improve critical thinking skills	
	➤ to support creativity and problem-solving skills	
	➤ to develop an assessment framework	
	➤ to provide an opportunity for self-reflection	
How?	Via	➤ regular review sessions
		➤ multiple methods of assessment
		➤ interviews

## What are Challenges in Formative Assessment Process?

While using formative assessment techniques, teachers may face with some challenges. Table 2 shows some of these challenges and recommendations to overcome them (Cauley & McMillan, 2010; Do Quyen & Khairani, 2017; Hattie & Timperley, 2007; MEB & UNICEF, 2020; Özer & Söylemez, 2020; Tess India, 2019).

In Formative Assessment Process	
Challenges	Recommendations
Being unfamiliar with formative assessment techniques	<ul style="list-style-type: none"> <li>✓ start with simple and quick formative assessment activities,</li> <li>✓ use formative assessment activities as a warm-up or an icebreaker, then you may plan main and closing activities,</li> <li>✓ try to integrate these activities as classroom routines,</li> <li>✓ encourage your students to work in pairs or in groups to share responsibilities,</li> <li>✓ check the useful sites/resources section in this book or do more research about formative assessment.</li> </ul>
Having crowded classrooms	<ul style="list-style-type: none"> <li>✓ share responsibility with your students,</li> <li>✓ encourage self-assessment and peer assessment,</li> <li>✓ observe a few different students each time for some activities,</li> <li>✓ check assessment tools beforehand,</li> <li>✓ examine the assessment criteria in advance,</li> <li>✓ adapt the activities and assessment tools in accordance with your classroom conditions,</li> <li>✓ do activities in groups.</li> </ul>
Encountering with technical problems	<ul style="list-style-type: none"> <li>✓ have plan B (e.g., if needed adapt the materials for using in classroom environment with/without using technological devices),</li> <li>✓ in case of infrastructural problems, be prepared beforehand,</li> <li>✓ check the required materials beforehand,</li> <li>✓ cooperate with school management.</li> </ul>
Having unmotivated learners	<ul style="list-style-type: none"> <li>✓ lessen pressure and anxiety of grading on the pupils using formative assessment tools,</li> <li>✓ plan teaching and assessing together, you may reduce your workload and increase the quality of teaching,</li> <li>✓ shape your teaching continuously and learning happens by itself,</li> <li>✓ if possible, cooperate with your colleagues.</li> </ul>



# Unit 1

## **WORDS**



## Listening A

Tapescript 1.1



**Function:** Telling people what we know

**Learning Outcome:** Students will be able to identify words that are common to both Turkish and English.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 1.1** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript11>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Words

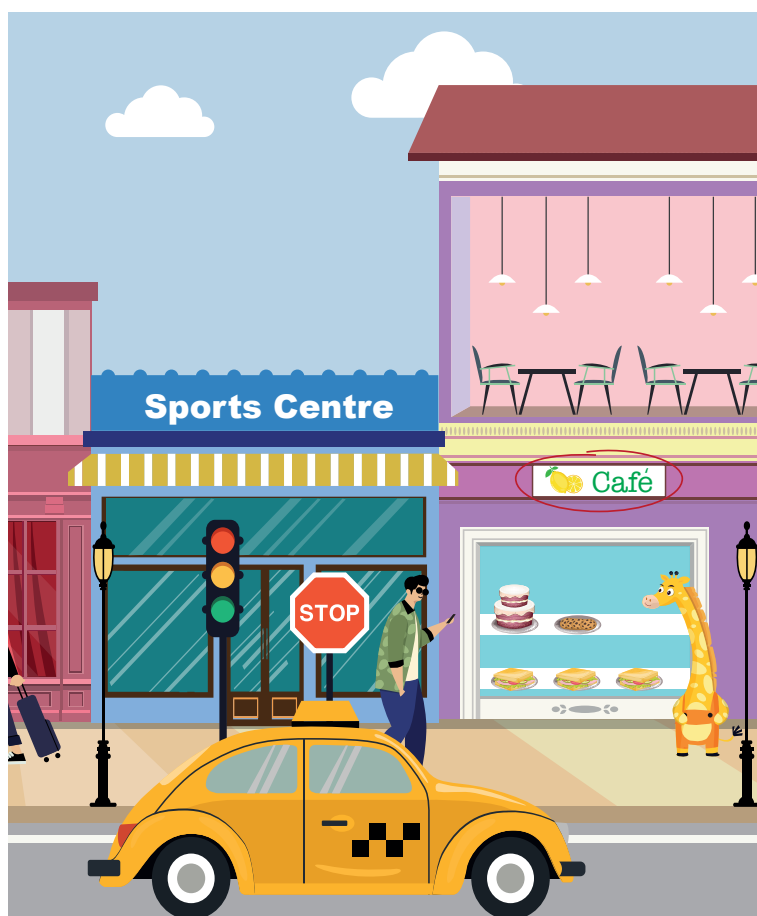


Listening A

Tapescript 1.1

Zury is in the city centre.

Listen and circle the objects you hear. There is one example.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 1**.
2. Say **open your books on page 19 and look at the picture**.
3. Ask them to **tell you what they see in the picture**.
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups**.
5. Acknowledge the pupils' comments and recast<sup>1</sup> them in English: **Yes! Zury is in the city centre. He is on the street.**
  - While recasting, avoid giving the correct answers (**a cake, sandwiches, and a taxi**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen to Zury and circle the correct objects they hear**.
  - Show the pupils how the correct picture has been circled.
  - Using both your body language and visual aids, help the pupils **get the instruction well**.
7. Have the pupils **listen to the Tapescript 1.1 once and circle the correct objects they hear**.
8. Have the pupils **listen to the Tapescript 1.1 again and check their answers**.

### Tapescript 1.1

**Voice-over:** Zury is in the city centre.

Listen and circle the objects you hear. There is one example.

**Zury** : Look! I see a **cafe** there! There is a chocolate **cake** and there are **sandwiches**. Hmmm! I am hungry! I know a good restaurant near here. Hey **taxi**!

<sup>1</sup>Recasting means to repeat in L2 (English) the main point of what children have said to you L1 (their mother tongue). This allows you to acknowledge what children have said while at the same time increasing their exposure to English (Slattery, 2012).





Exchange your books with your deskmates'. Check each other's answers and put a tick ✓ or a cross ✗.

Name and surname:

**CHECKLIST**  
My friend can hear

a café	a cake
<input checked="" type="checkbox"/>	<input type="checkbox"/>
sandwiches	a taxi
<input type="checkbox"/>	<input type="checkbox"/>

tear sheet

21

### Guidelines for Implementation

1. Ask the pupils to **write their names under the Peer Assessment section on page 21.**
2. Ask the pupils to **exchange their books with their deskmates'**.  
➤ Show the pupils how the correct word has been ticked using peer assessment form on **page 21.**
3. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
4. Have the pupils **check their friends' answers.**
5. Give the pupils enough time to **fill in peer assessment forms.**
6. Ask the pupils to **take their books back.**
7. Let the pupils **review their friends' checks.**
8. Walk around the desks in order to give immediate feedback while the pupils are filling in peer assessment forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many ticks do you have?
- How many crosses do you have?
- Who heard **a cake/sandwiches/a taxi**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the peer assessment process. Peer feedback is most effective when it is integrated into classroom practice as a normal and regular activity, rather than as a one-off (Lee, 2017, p. 95).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 1.1 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling assignments<sup>2</sup>.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

<sup>2</sup>Low floor high ceiling tasks are the ones which are simple enough for all of the students to start, but very few students can complete as the level gets higher (Sircar&Titus, 2018).

## Listening B

Tapescript 1.2



**Functions:** Telling people what we know

**Learning Outcome:** Students will be able to identify words that are common to both Turkish and English.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 1.2** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript12>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Words

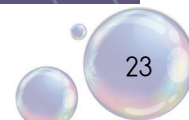


Listening B

Tapescript 1.2

Zury is at the restaurant.

Listen and circle the objects you hear. There is one example.



23

## Instruction

1. Ask the pupils to **take out their books and look through Unit 1.**
2. Say **open your books on page 23 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury is at the restaurant. He is looking at the food.**
  - While recasting, avoid giving the correct answers (**a salad, a panda, and a zebra**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen to Zury and circle the correct objects they hear.**
  - Show the pupils how the correct picture has been circled.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 1.2 once and circle the correct objects they hear.**
8. Have the pupils **listen to the Tapescript 1.2 again and check their answers.**

### Tapescript 1.2

**Voice-over:** Zury is at the restaurant.

Listen and circle the objects you hear! There is one example.

**Zury** : I am at the **restaurant**. Hmm. The food looks yummy. I like **pizza** and **salad**. Oh! Can you see **panda** and **zebra** paintings? They are great, aren't they?



Exchange your books with your deskmates'. Check each other's answers and put a tick ✓ or a cross ✗.

Name and surname:

**CHECKLIST**  
My friend can hear

a restaurant <input checked="" type="checkbox"/>	a salad <input type="checkbox"/>	a panda <input type="checkbox"/>
a pizza <input type="checkbox"/>	a zebra <input type="checkbox"/>	

tear sheet

### Guidelines for Implementation

1. Ask the pupils to **write their names under the Peer Assessment section on page 25.**
2. Ask the pupils to **exchange their books with their deskmates'**.  
➤ Show the pupils how the correct word has been ticked using peer assessment form on **page 25.**
3. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
4. Have the pupils **check their friends' answers.**
5. Give the pupils enough time to **fill in peer assessment forms.**
6. Ask the pupils to **take their books back.**
7. Let the pupils **review their friends' checks.**
8. Walk around the desks in order to give immediate feedback while the pupils are filling in peer assessment forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many ticks do you have?
- How many crosses do you have?
- Who heard **a pizza/a salad/a panda/a zebra**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the peer assessment process. Peer feedback is most effective when it is integrated into classroom practice as a normal and regular activity, rather than as a one-off (Lee, 2017, p. 95).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 1.2 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***



**Function:** Telling people what we know

**Learning Outcome:** Students will be able to use the correct words to identify certain objects, people or animals.

**Expected Time:** 40'

**Preparation:**

- Before you start the activity, cut out the **flashcards** on **pages 235-265** from the teacher guide.
- Categorize the flashcards to four groups as foods, animals, sports, and places.
- Get a **blu-tack** to stick the flashcards to the board.
- Stick each group of flashcards to the board in an alphabetical order.
- Play **Tapescript 1.3** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript13>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

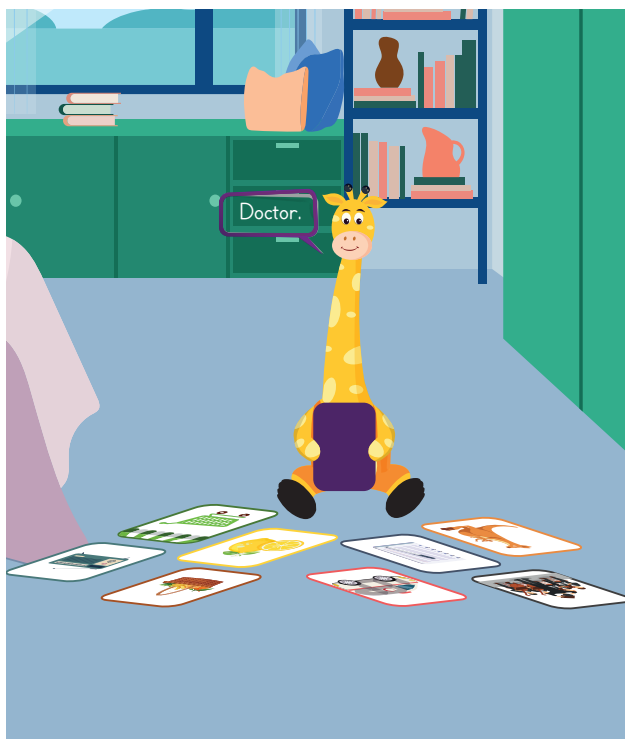
## Words



Speaking A

Tapescript 1.3

Zury wants to play a game. Let's play with Zury.  
Look at the cards and say.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 1.**
2. Say **open your books on page 27 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Here, Zury is playing a card game. Let's play with Zury.**
6. Draw the pupils' attention to the flashcards saying **look at the flashcards on the board.**
7. Have the pupils **listen to the Tapescript 1.3 and repeat the words.**
8. Divide the class into two groups.  
    > You can increase the number of the groups in accordance with your classroom conditions.
9. Ask each group to **get in line in front of the board.**
10. Ask the pupils of the first group to **say the words looking at the flashcards in the first category (foods) in sequence.**



## Game Tips

- ✓ The pupil who can remember all the words in the first category (foods) and pronounce them correctly on time goes to her/his desk.
- ✓ Her/ his team-mate goes on the game until she/he remembers and pronounces the words incorrectly or exceeds the time limit.
- ✓ When any group member makes mistakes, she/he gets behind of the line.
- ✓ In these three circumstances (remembering and pronouncing the words incorrectly or exceeding the time limit), rival team takes turn.
- ✓ If all the members of any team fulfil three criteria properly and have their seats, this team will be the winner of the first category. The winner may be given points or positive reinforcements.
- ✓ Change the category of the words till you finish four categories (**foods, animals, sports, and places**) following the same process.
- ✓ At the end of the game, the group who gains the highest point or gets more positive reinforcements will be the winner.
- ✓ According to the levels of the pupils and class size, you may have them choose at least two words from each category (**foods, animals, sports, and places**).
- ✓ To keep game moving, you may like to limit each pupil's turn e.g. (nearly 15 seconds).

## Tapescript 1.3

**Voice-over:** Listen and repeat.

**Zury** : I like **biscuits, coffee, pizza, and salad**.  
 In the forest, I see **a cheetah, a chimpanzee, a kangaroo, and a zebra**.  
 I can play **basketball, hockey, football, and tennis**.  
 In the city centre, there are **a cinema, a hotel, a restaurant, and a supermarket**.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student remembers the words or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

[illegible]

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils **listen to the Tapescript 1.3 again**,
    - have the pupils listen to the common words pronounced or remembered incorrectly twice and tell these words again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
      - \* For example, you can pair the ones pronouncing the first category correctly with the ones pronouncing it incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate speaking activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.


*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# Unit 2

## **FRIENDS**



## Listening A

Tapescript 2.1 

**Function:** Asking someone's name

**Learning Outcome:** Students will be able to understand when someone introduces himself or herself.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 2.1** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript21>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Friends



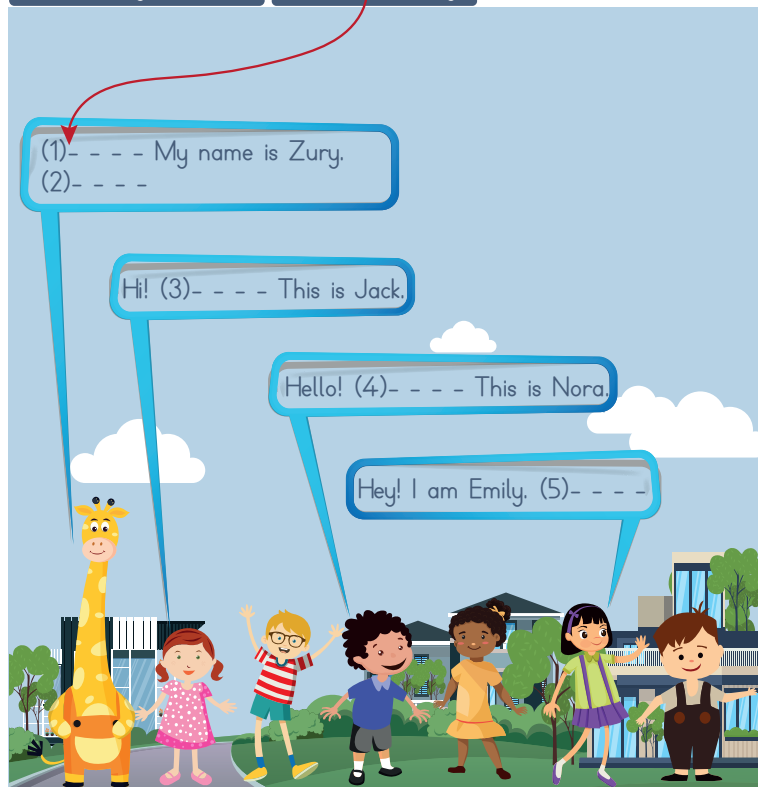
### Listening A

Tapescript 2.1

Zury is meeting some children and making new friends.  
Listen and draw lines . There is one example.

One of the statements is extra.

- a. My name is Harry.   b. This is Tom.   c. Hello!   d. I am Mary.
- e. What is your name?   f. Good morning!



## Instruction

1. Ask the pupils to take out their books and look through Unit 2.
2. Say **open your books on page 31 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury is meeting some children and making new friends.**
  - While recasting, avoid giving the correct answers since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and draw lines.**
  - Show the pupils how the first dialogue has been completed with the statements above drawing lines on page 31.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Remind the pupils that **one of the statements is extra.**
8. Have the pupils **listen to the Tapescript 2.1 once and complete the dialogues drawing lines.**
9. Have the pupils **listen to the Tapescript 2.1 again and check their answers.**

### Tapescript 2.1

**Voice-over:** Zury is meeting some children and making new friends.

Listen and draw lines. There is one example. One of the statements is extra.

**Zury** : **Good morning!** My name is Zury. **What is your name?**

**Mary** : Hi! **I am Mary.** This is Jack.

**Harry** : Hello! **My name is Harry.** This is Nora.

**Emily** : Hey! I am Emily. **This is Tom.**





Check your answers and put a tick ✓.

Name and surname: \_\_\_\_\_

CHECKLIST  
I can hear

		😊	😐
1.		✓	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>
4.		<input type="checkbox"/>	<input type="checkbox"/>
5.		<input type="checkbox"/>	<input type="checkbox"/>

tear sheet



### Guidelines for Implementation

1. Ask the pupils to **write their names under the Self-Assessment section on page 33.**
2. Tell the pupils to **look at the form.**
  - Show the pupils how the correct answer has been ticked using self-assessment form on **page 33.**
3. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
4. Have the pupils **turn back to page 31 again.**
5. Have the pupils **check their answers.**
6. Ask the pupils to **put a tick under emojis according to their answers.**
  - If needed, explain the pupils that if their answer is correct, they need to put a tick under the happy smiley. If not, they need to put a tick under straight-faced smiley.
7. Give the pupils enough time to **fill in self-assessment forms.**
8. Walk around the desks in order to give immediate feedback while the pupils are filling in the forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many happy smileys do you have?
- How many straight-faced smileys do you have?
- Who heard **Zury/Mary/Harry/Emily**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the self-assessment process. Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, identify strengths and weaknesses in their work, and revise accordingly (Andrade & Valtcheva, 2009).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 2.1 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

## Speaking A

**Function:** Asking someone's name.

**Learning Outcome:** Students will be able to understand when someone introduces himself or herself.

**Expected Time:** 40'

**Preparation:** Ask the pupils to take out their **glue and scissors** for the activity beforehand.

## Friends

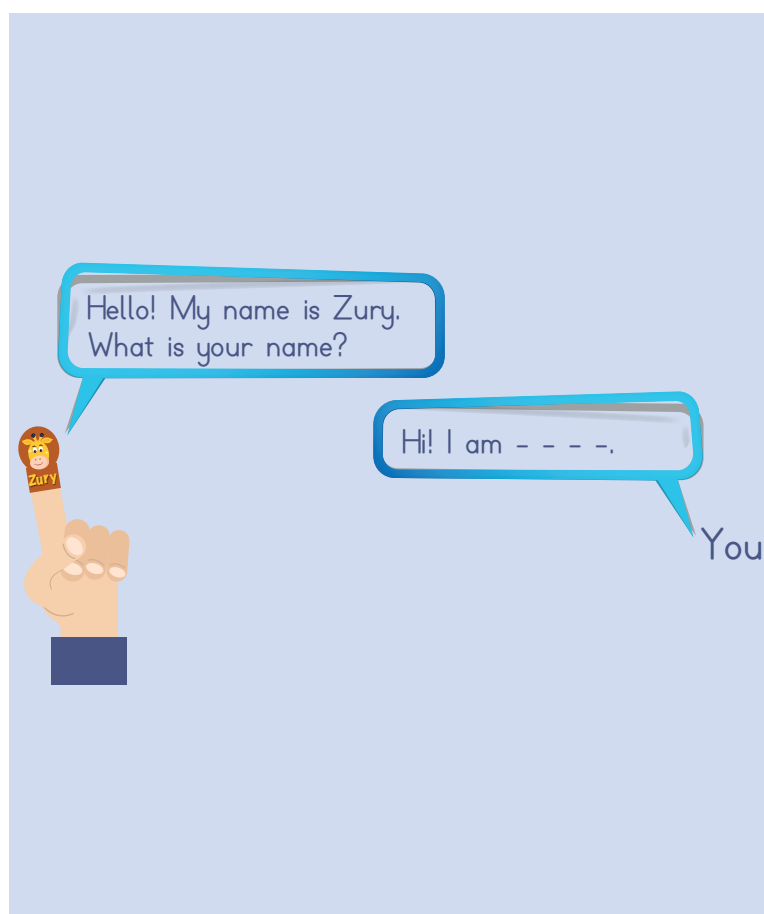


Speaking A



Go to page 149

Make your puppet. Work in pairs and introduce yourselves to each other.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 2.**
2. Say **open your books on page 35 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! It is a finger puppet. Zury tells his name.**
6. Direct the pupils to **go to page 149** saying '**Let's make our puppets**'.
7. Ask the pupils to make their own puppets.
8. Give the pupils enough time to **prepare their puppets.**
9. Divide the class into two groups.
10. Tell the pupils to **work in pairs using their puppets.**
11. Let each pupil play both roles throughout the mini performance.
12. Encourage the pupils to use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student remembers the expressions or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	What is your name?	My name is...	This is...	I'm ...	...(Name)	NOTES
Student A	pronounce correctly	name (incorrect)	X	X	✓	✓	
	structure correctly	is-(missing)	✓	✓	✓	✓	
	pronounce correctly						
	structure correctly						
	pronounce correctly						
	structure correctly						
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## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or structured incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
      - \* For example, you can pair the ones pronouncing the instructions correctly with the ones pronouncing them incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate speaking activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Listening B

Tapescript 2.2 

**Function:** Greeting and meeting people

**Learning Outcome:** Students will be able to understand simple expressions about greeting and meeting someone.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 2.2** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript22>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Friends



### Listening B

Tapescript 2.2

tear sheet

Zury and his friends are greeting each other.

Listen and circle the correct pictures.

Name and surname:

1. a)



b)



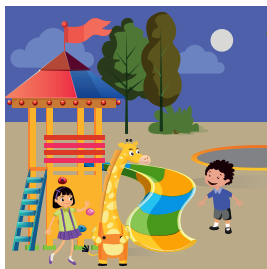
2. a)



b)



3. a)



b)



## Instruction

1. Ask the pupils to take out their books and look through Unit 2.
2. Say **open your books on page 37 and look at the pictures.**
3. Ask them to **tell what they see in the pictures.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! It is morning, there is sunlight. It is dark outside etc.**
  - While recasting, avoid giving the correct answers (**good morning, good afternoon, good night**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and circle the correct pictures.**
  - Show the pupils how they will circle a picture using a technological device or drawing on the board.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 2.2 once and circle the correct pictures.**
8. Have the pupils **listen to the Tapescript 2.2 again and check their answers.**

### Tapescript 2.2

**Voice-over:** Zury and his friends are greeting each other.  
Listen and circle the correct pictures.

- 1) Emily : **Good night**, Zury.  
Zury : **Good night**, Emily.
- 2) Harry : **Good afternoon**, Emily.  
Emily : **Good afternoon**, Harry.
- 3) Emily : **Good morning**, Zury. How are you?  
Zury : **Good morning**, Emily. I am fine, thank you.



## Teacher Assessment

### Guidelines for Implementation

1. Ask the pupils to **write their names at the top of the page**.
2. Have the pupils give tear sheets in to you at the end of the activity.
3. Analyse your pupils' answers in the tear sheets using the checklist given below.
4. While using the checklist,
  - write down your pupils' names on the checklist in advance.
  - fill in the checklist putting ticks or crosses examining the pupils' tear sheets.
  - if needed, you can take special notes about your pupils' problematic areas while implementing the activity.
  - feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils.

[illegible]

## Assessment and Feedback

Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 2.2 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Speaking B

**Function:** Greeting and meeting people

**Learning Outcome:** Students will be able to ask questions to find out how they are doing.

**Expected Time:** 40'

**Preparation:** Get *a ball or something that you can use as a ball* for the activity beforehand.

## Friends



### Speaking B

Zury and his friends are playing a game in the garden. Let's play with them.  
Throw the ball. Ask and answer the question.



## Instruction

1. Ask the pupils to take out their books and look through Unit 2.
2. Say **open your books on page 39 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and his friends are playing a game in the garden, Harry throws the ball and says hello, how are you? Emily takes the ball and says I'm fine, thank you.**
6. Ask the pupils to **play a game with a ball** saying **'Let's play a game like Zury and his friends'.**
7. Ask the pupils to **make a circle.**
8. Throw the ball to one of the pupils and say **'Hello, how are you?'**
9. Ask the pupil to **tell her/his answer 'I am fine, thank you.'**
  - **Possible correct answers: Fine./I am fine./I am fine, thanks./I am fine, you?/I am okay, thank you./Great, thanks etc.**
10. Encourage the pupils to **use the possible correct answers given in checklist.**
11. Ask the pupil to **throw the ball to another friend in the circle.**
  - To keep game moving, have the pupils go on process in the same way until each pupil takes turn.
  - You may adapt the rules of the game considering time limit, number of the statements, class size etc.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the expressions correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	How are you?	I am fine. You?	I am fine.	I am okay.	I am great.	Thank you.	Fine/Great/Okay/ etc.	NOTES
Student A	pronounce correctly	✓	✗	✗	✓	✓	✓	✓	
	structure correctly	✗	✓	✓	✓	✓	✓	✓	
	pronounce correctly								
	structure correctly								
	pronounce correctly								
	structure correctly								
	pronounce correctly								
	structure correctly								
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	pronounce correctly								
	structure correctly								

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the common instructions pronounced or structured incorrectly twice and tell these instructions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
      - \* For example, you can pair the ones pronouncing the instructions correctly with the ones pronouncing them incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate speaking activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*





Unit 3

# **IN THE CLASSROOM**



# In the classroom

## Listening A

Tapescript 3.1



**Function:** Giving and responding to simple instructions

**Learning Outcome:** Students will be able to understand instructions and follow short, simple directions.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 3.1** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript31>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## In the classroom



### Listening A

Tapescript 3.1

Zury is in the classroom.

Listen and tick  the actions you hear.

Name and surname:

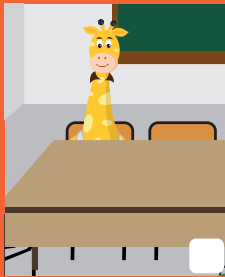
1. a)



b)



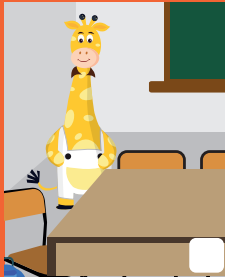
2. a)



b)



3. a)



b)



## Instruction

1. Ask the pupils to take out their books and look through Unit 3.
2. Say **open your books on page 43 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury is in the classroom.**
  - While recasting, avoid giving the correct answers (**Zury is drawing balloons, Zury is closing the window, Zury is opening the door etc.**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and tick the actions they hear.**
  - Show the pupils how to put a tick using a technological device or drawing on the board.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 3.1 once and tick the actions they hear.**
8. Have the pupils **listen to the Tapescript 3.1 again and check their answers.**

### Tapescript 3.1

**Voice-over:** Zury is in the classroom.

Listen and tick the actions you hear.

1. **Mrs Walker** : Zury, **draw balloons**, please.

**Zury** : Of course, Mrs Walker.

2. **Mrs Walker** : Zury, **close the door**, please.

**Zury** : Alright, ma'am.

3. **Mrs Walker** : Zury, **stand up**, please.

**Zury** : Sure, Mrs. Walker.

## Teacher Assessment

### Guidelines for Implementation

1. Ask the pupils to **write their names at the top of the page**.
2. Have the pupils give tear sheets in to you at the end of the activity.
3. Analyse your pupils' answers in the tear sheets using the checklist given below.
4. While using the checklist,
  - write down your pupils' names on the checklist in advance.
  - fill in the checklist putting ticks or crosses examining the pupils' tear sheets.
  - if needed, you can take special notes about your pupils' problematic areas while implementing the activity.
  - feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils.

[illegible]

## Assessment and Feedback

Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 3.1 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Listening B

Tapescript 3.2



**Function:** Giving simple directions

**Learning Outcome:** Students will be able to understand instructions and follow short, simple directions.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 3.2** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript32>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## In the classroom

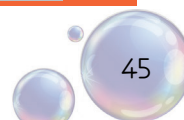


Listening B

Tapescript 3.2

Zury needs help.

Listen and tick  the correct picture.





## Instruction

1. Ask the pupils to take out their books and look through Unit 3.
2. Say **open your books on page 45 and look at the pictures.**
3. Ask them to **tell you what they see in the pictures.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! "Zury is at the school.", "He is talking to Emily, Zury needs help."**
  - While recasting, avoid giving the correct answers since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen to Zury and Emily and tick the correct picture.**
  - Show the pupils how to put a tick using a technological device or drawing on the board.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Remind the pupils that they will base on the picture while deciding the directions (right and left).
8. Have the pupils **listen to the Tapescript 3.2 once and tick the correct picture.**
9. Have the pupils **listen to the Tapescript 3. 2 again and check their answers.**

## Tapescript 3.2

**Voice-over:** Zury needs help.

Listen and tick the correct picture.

**Zury** : Emily! Show me the toilet, please.

**Emily** : **Turn right**, Zury. You will see the toilet.

## Teacher Assessment

1. Ask the pupils to **tell which picture they have ticked**.
2. Considering pupils' answers, find out whether they have reached the learning outcomes.
3. You may support the pupils who need help or improvement with a variety of activities.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:
  - Who ticked the picture a/picture b?
  - Who heard **Emily and Zury**? Raise your hands.
  - Is it difficult/easy for you?
2. Find out the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils **listen to the Tapescript 3.2 again**,
    - slow the pace of lesson down,
    - vary listening activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# In the classroom

## Speaking A

**Function:** Giving and responding to simple instructions

**Learning Outcome:** Students will be able to tell others how to do things in the classroom.

**Expected Time:** 40'

**Preparation:** You may have the pupils prepare **a robot mask/costume** beforehand or bring your own **robot mask/costume** to the class.

## In the classroom



### Speaking A

Zury and his friends are in the classroom. They are playing a game. Let's play with them.

One of your friends is going to be a robot. Give instructions to her/him.



## Instruction

1. Ask the pupils to take out their books and look through Unit 3.
2. Say **open your books on page 46 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: Yes! **Zury and his friends are in the classroom. They are playing a game.**
  - Explain that they are playing a robot game in the classroom.
6. Ask the pupils to **play a robot game** saying '**Let's play a robot game**'.
7. Choose a pupil who is volunteer to be a robot.
  - Choose another pupil as a robot after **three\*** instructions are given by the other pupils.
  - The number of the instructions can be changed according to classroom conditions.
8. Have the other pupils **give instruction to the robot.**
  - Make sure that each student gives at least one instruction.
9. Encourage the pupils to use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the expressions correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	Open the window/ door.	Close the door/ window.	Sit down.	Stand up.	Turn left.	Turn right.	NOTES
Student A	pronounce correctly	✓	✗	✗	✓	✓	✓	
	structure correctly	✗	✓	✓	✓	✓	✓	
	pronounce correctly							
	structure correctly							
	pronounce correctly							
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	structure correctly							

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the instructions pronounced or structured incorrectly twice and tell these instructions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
      - \* For example, you can pair the ones pronouncing the instructions correctly with the ones pronouncing them incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate speaking activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

**Functions:** Asking for clarification, expressing and responding to thanks.

**Learning Outcome:** Students will be able to understand instructions and follow, short, simple directions.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 3.3** either clicking the play button at the top of the page or downloading it from <http://meh.ai/tapescript33>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## In the classroom



### Listening C

Tapescript 3.3

Zury and Mary are talking to each other.

Listen and draw lines . There is one example.

One of the statements is extra.

- a. Thank you   b. You are welcome   c. Say that again, please  
d. close the window   e. Good morning

Mary, (1) - - -, please.

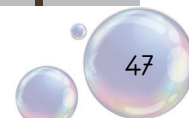
I am sorry. (2) - - - -.

Close the window, please.

OK.

(3) - - - -.

(4) - - - -.



## Instruction

1. Ask the pupils to take out their books and look through Unit 3.
2. Say **open your books on page 47 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and Mary are in the classroom., They are talking to each other.**
  - While recasting, avoid giving the correct answers since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen to the dialogue and draw lines to match the statements with the dialogue.**
  - Show the pupils how the correct statement has been matched with the dialogue using a technological device or drawing on the board.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Remind the pupils that **one of the statements is extra!**
8. Have the pupils **listen to the Tapescript 3.3 once and draw lines to match the statements with the dialogue.**
9. Have the pupils **listen to the Tapescript 3.3 again and check their answers.**

### Tapescript 3.3

**Voice-over:** Zury and Mary are talking to each other.

Listen and draw lines. There is one example. One of the statements is extra.

**Zury** : Mary, close the window please.

**Mary** : I am sorry. **Say that again, please.**

**Zury** : Close the window please.

**Mary** : OK.

**Zury** : Thank you.

**Mary** : You are welcome.



## Self-Assessment

### In the classroom



Self-assessment

Check your answers and put a tick ✓.

Name and surname:

CHECKLIST  
I can hear

	😊	😐
Close the window.	✓	<input type="checkbox"/>
Say that again, please.	<input type="checkbox"/>	<input type="checkbox"/>
Thank you.	<input type="checkbox"/>	<input type="checkbox"/>
You are welcome.	<input type="checkbox"/>	<input type="checkbox"/>

tear sheet



### Guidelines for Implementation

1. Ask the pupils to **write their names under the Self-assessment section on page 49.**
2. Tell the pupils to **look at the form.**
  - Show the pupils how the correct answer has been ticked using self-assessment form on **page 49.**
3. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
4. Have the pupils turn back to **page 47** again.
5. Have the pupils **check their answers.**
6. Ask the pupils to **put a tick under emojis according to their answers.**
  - If needed, explain the pupils that if their answer is correct, they need to put a tick under the happy smiley. If not, they need to put a tick under straight-faced smiley.
7. Give the pupils enough time to **fill in self-assessment forms.**
8. Walk around the desks in order to give immediate feedback while the pupils are filling in the forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many happy smileys do you have?
- How many straight-faced smileys do you have?
- Who heard **say that again please/thank you/you are welcome?** Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the self-assessment process. Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, identify strengths and weaknesses in their work, and revise accordingly (Andrade & Valtcheva, 2009).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 3.3 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

# In the classroom

## Speaking B

**Function:** Asking for clarification

**Learning Outcome:** Students will be able to ask for clarification by asking the speaker to repeat what has been said.

**Expected Time:** 40'

**Preparation:** Divide the pupils into two groups as Student As and Student Bs. Ask the pupils to bring their **crayons** and **scissors** for the activity beforehand.

## In the classroom



### Speaking B



Go to page 151

Jack and Harry are talking to each other.

Work in pairs. Give instructions to your deskmate. Help your friend do the craft.

Harry, draw Zury's balloons, please.

Sorry! Say that again, please.

Draw Zury's balloons, please.

OK.

Thank you.

You are welcome.



A

Draw Zury's balloons.  
Colour Zury's balloons.  
Cut the picture.

Thank you.

B

Excuse me.  
I'm sorry.  
Say that again, please.

You're welcome.



51

## Instruction

1. Ask the pupils to take out their books and look through Unit 3.
2. Say **open your books on page 51 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Jack and Harry are talking to each other.**
6. Direct the pupils to **go to page 151** saying '**Work in pairs**'.
7. Ask the pupils to give instructions and help their friends do the craft.
8. Give the pupils enough time to prepare their crafts.
  - Let each pupil play both roles throughout the mini performance.
  - You may plan the activity according to the number of statements, class size and time etc.
9. Encourage the pupils to use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether the pupils give instructions and ask for clarification.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	Excuse me!	I'm sorry.	Say that again, please.	You are welcome.	Thank you.	NOTES
Student A	pronounce correctly	✓	x	x	✓	✓	
	use meaningfully	x	✓	✓	✓	✓	
	pronounce correctly						
	use meaningfully						
	pronounce correctly						
	use meaningfully						
	pronounce correctly						
	use meaningfully						
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	pronounce correctly						
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## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or used incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
      - \* For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs,
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate speaking activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# Unit 4

## **NUMBERS**





## Listening A

Tapescript 4.1 

**Function:** Naming numbers

**Learning Outcome:** Students will be able to recognize the numbers from 1 to 10.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 4.1** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript41>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

Ask the pupils to bring their **crayons** for the activity beforehand.


## Numbers



### Listening A

Tapescript 4.1

Zury is looking for his school bag. Let's help Zury find it.

Listen and ~~colour~~  the numbers you hear in each line.

There is one example.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 4.**
2. Say **open your books on page 55 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and Emily are at home. Zury is looking for his school bag. Let's help Zury find his school bag.**
  - While recasting, avoid giving the correct answers (**one, two, three, four, ..., ten**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen to Zury and Emily's dialogue and colour the numbers they hear in each line.**
  - Show the pupils how the correct number has been coloured.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 4.1 once and colour the numbers they hear in each line.**
8. Have the pupils **listen to the Tapescript 4.1 again and check their answers.**

### Tapescript 4.1

**Voice-over:** Zury is looking for his school bag. Let's help Zury find it.

Listen and colour the numbers you hear in each line. There is one example.

**Zury** : Where is my school bag? I can't find it.

**Emily** : Oh Zury! Don't worry. Let's look for it together. Here, there are **3** pairs of scissors, **6** notebooks, **5** pencils, **1** pencil case, **8** crayons.

**Emily** : Oh! Here it is. Your school bag is under your bed.

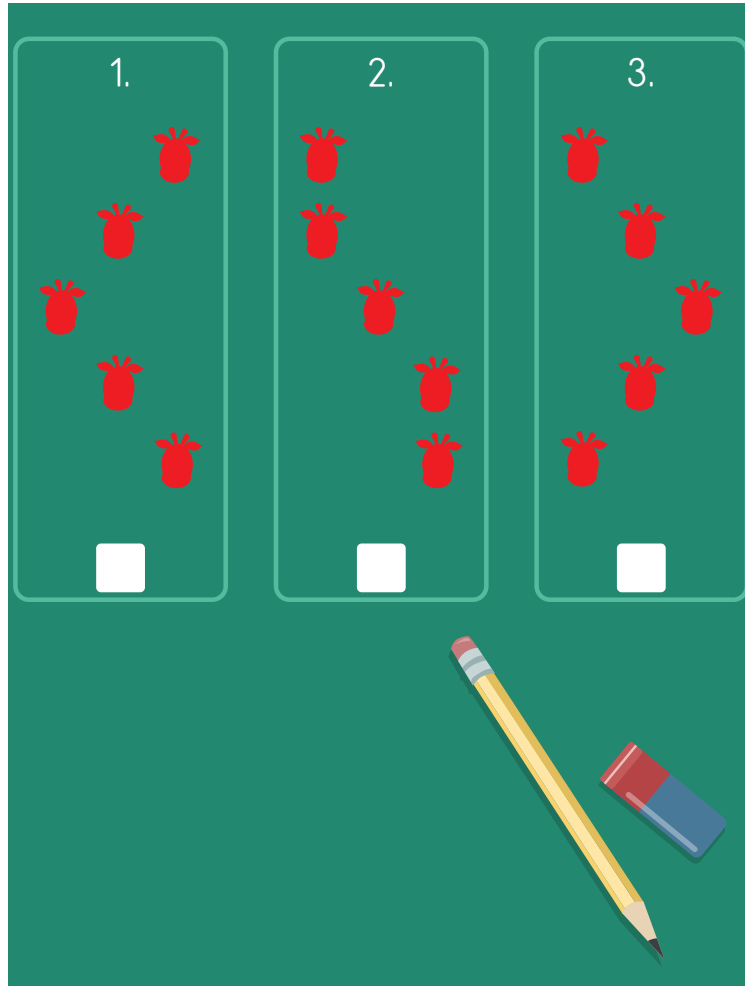
**Zury** : Great! Thank you!

## Quick Check

## Numbers

### Quick Check

Check your answers and tick ✓ the correct shape.



### Guidelines for Implementation

1. Ask the pupils to **have a look at the shapes on page 56.**
2. Have the pupils **turn back to page 55.**
3. Let the pupils **check their answers and tick the correct shape.**
4. Give the pupils a few seconds to tick the shape.
5. Let the pupils see the correct shape drawing on the board or using projector, smart board, book etc.
6. Ask the pupils to **tell which picture they have ticked.**
7. Considering pupils' answers, find out whether they reach the learning outcomes.

## Peer Assessment

### Numbers



#### Peer assessment

Exchange your books with your deskmates'. Check each other's answers and put a tick ✓ or a cross ✗.

tear sheet

Name and surname:

CHECKLIST  
My friend can hear

one <input type="checkbox"/>	three <input checked="" type="checkbox"/>	five <input type="checkbox"/>
six <input type="checkbox"/>	eight <input type="checkbox"/>	

57

### Guidelines for Implementation

1. Ask the pupils to **write their names under the Peer Assessment section on page 57.**
2. Ask the pupils to **exchange their books with their deskmates'.**
3. Show the pupils how the correct word has been ticked using peer assessment form on **page 57.**
4. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
5. Have the pupils **check their friends' answers.**
6. Give the pupils enough time to **fill in peer assessment forms.**
7. Ask the pupils to **take their books back.**
8. Let the pupils **review their friends' checks.**
9. Walk around the desks in order to give immediate feedback while the pupils are filling in peer assessment forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many ticks do you have?
- How many crosses do you have?
- Who heard **three/four/five.../ten**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the peer assessment process. Peer feedback is most effective when it is integrated into classroom practice as a normal and regular activity, rather than as a one-off (Lee, 2017, p. 95).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 4.1 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

## Speaking A

**Function:** Naming numbers

**Learning Outcome:** Students will be able to count numbers from one to ten.

**Expected Time:** 40'

**Preparation:** Before you start the activity, cut out the **flashcards** on **pages 267-277** from the teacher guide and put them in a **bag** or a **box**.

\*If you want, you can prepare a **dice** sticking flashcards on each side.

## Numbers



### Speaking A

Zury is playing a game. Let's play with him.

Choose a card. Count to ten and mime the action.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 4.**
2. Say **open your books on page 59 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury is playing a game. He is choosing a card from the bag. He is counting to ten and doing an action.**
6. Ask one pupil to **come to the board and choose a card from the bag/box.**
7. Let her/him show the picture on the card to her/his friends.
8. Encourage her/him to **mime the action with the class.**
9. Ask her/him to **count to ten while doing the action.**
  - The pupils are supposed to do the action together, but make sure the pupil coming to the board and choosing the card counts to ten by herself/himself.
10. Let each pupil come to the board and count to ten.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student remembers the expressions or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	NOTES
Student A	remember correctly	✓	✓	✓	✓	✓	✓	x	x	✓	✓	
	pronounce correctly	x	x	x	x	x	x	✓	✓	✓	x	
	remember correctly											
	pronounce correctly											
	remember correctly											
	pronounce correctly											
	remember correctly											
	pronounce correctly											
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## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the numbers pronounced or remembered incorrectly twice and tell these numbers again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
      - \* For example, you can pair the ones pronouncing the first category correctly with the ones pronouncing it incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate speaking activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Listening B

Tapescript 4.2 

**Function:** Naming classroom objects

**Learning Outcome:** Students will be able to identify and understand the names of some classroom objects.

**Expected Time:** 30'


**Preparation:** Play **Tapescript 4.2** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript42>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Numbers



### Listening B

Tapescript 4.2

Zury is getting ready for school. He needs help to find his classroom objects. Listen and draw lines . There is one example.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 4.**
2. Say **open your books on page 60 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and Emily are at home. Zury is getting ready for his school. Zury needs help to find his classroom objects.**
  - While recasting, avoid giving the correct answers (**a sharpener, crayons, a notebook, an eraser, and scissors**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen to Zury and Emily and draw lines to find Zury's classroom objects.**
  - Show the pupils how the correct classroom object has been matched with the school bag drawing a line.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 4.2 once and draw lines.**
8. Have the pupils **listen to the Tapescript 4.2 again and check their answers.**

### Tapescript 4.2

**Voice-over:** Zury is getting ready for school. He needs help to find his classroom objects.  
Listen and draw lines. There is one example.

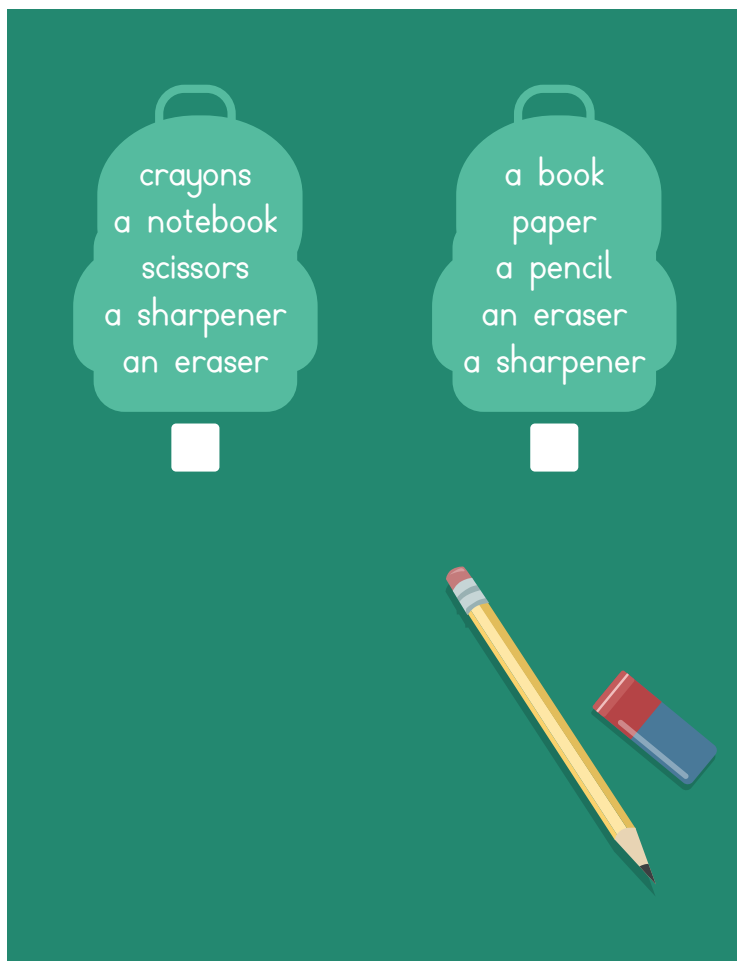
- Zury** : I am preparing my school bag Emily. I can't find my **sharpener**. Can you see it?
- Emily** : Look Zury! Here is your **sharpener**.
- Zury** : Hmm! Where are my **crayons**?
- Emily** : Oh! Your **crayons** are over there!
- Zury** : Can you see my **notebook** Emily?
- Emily** : Hey, your **notebook** is on the bed.
- Zury** : What about my **scissors**?
- Emily** : OK, here **they** are.
- Zury** : Well. Where is my **eraser**?
- Emily** : Hmm, your **eraser** is on the bed.

## Quick Check

### Numbers

#### Quick Check

Check your answers and tick  Zury's school bag.



### Guidelines for Implementation

1. Ask the pupils to **have a look at the bags on page 61**.
2. Have the pupils **turn back to page 60**.
3. Let the pupils **check their answers and tick the correct bag**.
4. Give the pupils a few seconds to tick the bag.
5. Let the pupils **see the correct bag** writing the correct classroom objects on the board or using projector, smart board, book etc.
6. Ask the pupils to **tell which bag they have ticked**.
7. Considering pupils' answers, find out whether they reach the learning outcomes.



Exchange your book with your deskmate. Check her/his answers and put a tick ✓ or a cross ✗.

Name and surname:

**CHECKLIST**  
My friend can hear

an eraser <input type="checkbox"/>	crayons <input type="checkbox"/>	a notebook <input type="checkbox"/>
scissors <input type="checkbox"/>	a sharpener <input checked="" type="checkbox"/>	

### Guidelines for Implementation

1. Ask the pupils to **write their names under the Peer Assessment section on page 63.**
2. Ask the pupils to **exchange their books with their deskmates'.**
3. Show the pupils how the correct word has been ticked using peer assessment form on **page 63.**
4. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
5. Have the pupils **check their friends' answers.**
6. Give the pupils enough time to **fill in peer assessment forms.**
7. Ask the pupils to **take their books back.**
8. Let the pupils **review their friends' checks.**
9. Walk around the desks in order to give immediate feedback while the pupils are filling in peer assessment forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many ticks do you have?
- How many crosses do you have?
- Who heard **crayons/a notebook/scissors/an eraser...**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the peer assessment process. Peer feedback is most effective when it is integrated into classroom practice as a normal and regular activity, rather than as a one-off (Lee, 2017, p. 95).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 4.2 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

## Speaking B

**Function:** Naming classroom objects

**Learning Outcome:** Students will be able to express the correct names of the classroom objects.

**Expected Time:** 40'

**Preparation:** Ask the pupils to take out their **scissors** for the activity.  
Divide the pupils into two groups as Student As and Student Bs.

## Numbers

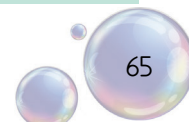
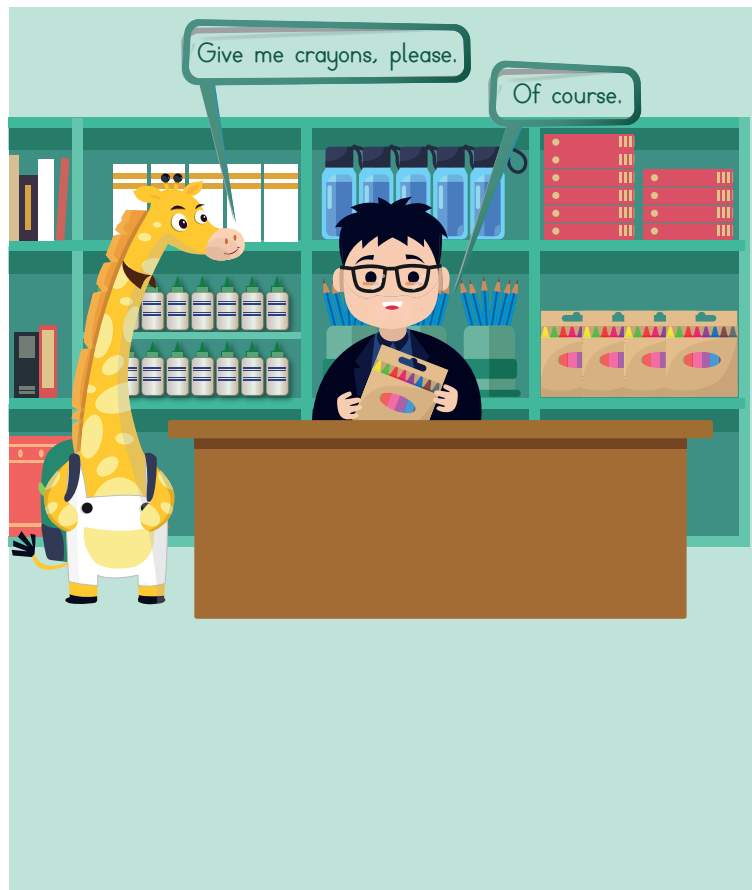


Speaking B

Go to page 153

Zury is at the stationer's. He needs some classroom objects.

Work in pairs. Ask for the school objects. Make a similar dialogue.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 4.**
2. Say **open your books on page 65 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury is at the stationer's. He needs some classroom objects.**
6. Divide the class into two groups as student As and Student Bs.
7. Direct the student As to **go to page 153** and cut out the picture on **page 153.**
8. Direct the student Bs to **go to page 155** and cut out the picture on **page 155.**
9. Give the pupils enough time to prepare the materials for the activity.
10. Encourage the pupils to make a similar dialogue in pairs.
  - Make sure that each pupil plays both roles throughout the mini performance.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student remembers the school objects or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.



Name Surname	Students can	Glue-s	Sharpener-s	Paper-s	Notebook-s	Pencil-s	Scissors	Eraser-s	Crayon-s	Pencil case-s	Book-s
Student A	pronounce correctly	✓	x	x	✓	✓	✓	✓	x	x	✓
	remember correctly	x	✓	x	✓	✓	✓	✓	x	x	✓
	pronounce correctly										
	remember correctly										
	pronounce correctly										
	remember correctly										
	pronounce correctly										
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	pronounce correctly										
	remember correctly										
	pronounce correctly										
	remember correctly										

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the classroom objects pronounced or remembered incorrectly twice and tell these classroom objects again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
      - \* For example, you can pair the ones pronouncing the first category correctly with the ones pronouncing it incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate speaking activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*



**Function:** Expressing quantity

**Learning Outcome:** Students will be able to identify quantities of things.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 4.3** either clicking the play button at the top of the page or downloading it from <http://meh.ai/tapescript43>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Numbers



### Listening C

Tapescript 4.3

tear sheet

Zury and his friends are in the classroom.

Listen and circle the correct pictures.

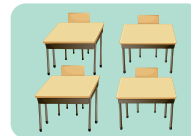
Name and surname:

1.

a.



b.



2.

a.



b.



3.

a.

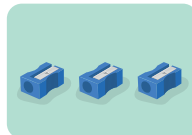


b.

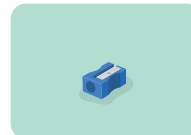


4.

a.



b.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 4.**
2. Say **open your books on page 67 and look at the pictures.**
3. Ask them to **tell you what they see in the pictures.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and his friends are in the classroom. They are counting classroom objects.**
  - While recasting, avoid giving the correct answers (**desks, pencils, books, and a sharpener**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen to Zury and his friends and circle the correct pictures.**
  - Show the pupils how the correct picture has been circled drawing on the board or using projector, smart board, book etc.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 4.3 once and circle the correct pictures.**
8. Have the pupils **listen to the Tapescript 4.3 again and check their answers.**

### Tapescript 4.3

**Voice-over:** Zury and his friends are in the classroom.  
Listen and circle the correct pictures.

1. **Zury** : How many desks are there?  
**Emily** : One, two, three, four. There are **four desks**.
2. **Tom** : How many pencils are there?  
**Nora** : One, two, three, four, five, six. I have **six pencils**.
3. **Mary** : How many books are there?  
**Jack** : Oh, we have **five books**.
4. **Harry** : How many sharpeners are there?  
**Mary** : There is only **one sharpener**.

## Teacher Assessment

### Guidelines for Implementation

1. Ask the pupils to **write their names at the top of the page**.
2. Have the pupils give tear sheets in to you at the end of the activity.
3. Analyse your pupils' answers in the tear sheets using the checklist given below.
4. While using the checklist,
  - write down your pupils' names on the checklist in advance.
  - fill in the checklist putting ticks or crosses examining the pupils' tear sheets.
  - if needed, you can take special notes about your pupils' problematic areas while implementing the activity.
  - feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils.



## Assessment and Feedback

Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 4.3 again**,
  - have the pupils listen to the classroom objects pronounced or remembered incorrectly twice and tell these classroom objects again,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Speaking C

**Function:** Expressing quantity

**Learning Outcome:** Students will be able to express quantities of things.

**Expected Time:** 40'

**Preparation:** Divide the pupils into two groups as Student As and Student Bs.

## Numbers



### Speaking C

Zury and Harry are in their classroom. They are talking about classroom objects. Work in pairs. Ask and answer questions about the classroom objects in the picture.





## Instruction

1. Ask the pupils to **take out their books and look through Unit 4.**
2. Say **open your books on page 69 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and Harry are in the classroom. They are talking about classroom objects.**
6. Divide the class into two groups.
7. Tell the pupils to **work in pairs asking and answering about classroom objects.**
8. Let each pupil play both roles (asking and answering about classroom objects) throughout the mini performance.
  - While making their dialogues, you may encourage the pairs to ask each other different objects (Four objects for each pupil).
9. Encourage the pupils to use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the sentences correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	How many school bags? (are there?)	How many sharpener? (are there?)	How many notebooks? (are there?)	How many pencils? (are there?)	How many scissors? (are there?)	How many erasers? (are there?)	How many crayons? (are there?)	How many pencil cases? (are there?)	How many books? (are there)
Student A	pronounce correctly	✓	✗	✓	✓	✓	✓	✗	✗	✓
	structure correctly	✗	✓	✓	✓	✓	✓	✗	✗	✓
	pronounce correctly									
	structure correctly									
	pronounce correctly									
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	structure correctly									
	pronounce correctly									
	structure correctly									

Name Surname	Students can	A/one (notebook)	Three (pencils)	Five (sharpeners)	Two (erasers)	Two (school bags)	A/one (pencil case)	Eight (crayons)	Two (scissors)	NOTES
Student A	pronounce correctly	✓	x	✓	✓	✓	✓	x	x	
	structure correctly	x	✓	✓	✓	✓	✓	x	x	
	pronounce correctly									
	structure correctly									
	pronounce correctly									
	structure correctly									
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	structure correctly									

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or structured incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
      - \* For example, you can pair the ones pronouncing the first category correctly with the ones pronouncing it incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate speaking activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# Unit 5

## **COLOURS**



## Listening A

Tapescript 5.1 

**Function:** Naming colours

**Learning Outcome:** Students will be able to identify colours of things.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 5.1** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript51>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

Ask the pupils to bring their **crayons** for the activity beforehand.



## Colours















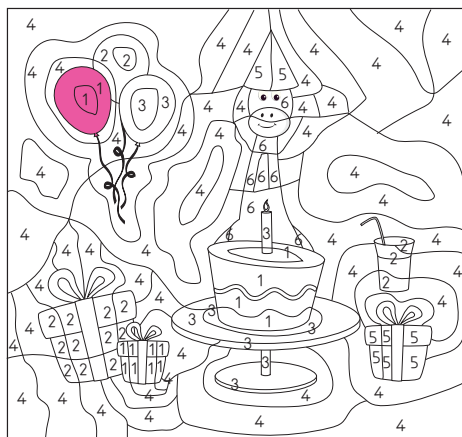
### Listening A

Tapescript 5.1

The colours of Zury's picture are missing.

Listen and tick  the colours you hear. Then,  colour the picture. There is one example.

- |                                                                                        |                                                                                     |                                                                                        |                                                                                      |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 1.   |   | 4.   |   |
| 2.  |  | 5.  |  |
| 3.  |  | 6.  |  |



 Go to next page to colour

## Instruction

1. Ask the pupils to **take out their books and look through Unit 5.**
2. Say **open your books on page 73 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! The colours of Zury's picture are missing.**
  - While recasting, avoid giving the correct answers (**pink, black, blue, orange, brown, yellow, grey, green, red etc.**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and tick the colours they hear. Then, colour the picture.**
  - Show the pupils how the correct colour has been ticked drawing on the board or using projector, smart board, book etc.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 5.1 once and tick the colours they hear.**
8. Have the pupils **listen to the Tapescript 5.1 again and check their answers.**
9. Direct the pupils to go to next page to colour the picture.
10. Let the pupils colour the picture according to the colours they have ticked.
  - Show the pupils how the pieces of the picture numbered 1 have been coloured using projector, smart board, book etc.
11. Give the pupils enough time to colour the picture.

### Tapescript 5.1

**Voice-over:** The colours of Zury's picture are missing.

Listen and tick the colours you hear. Then, colour the picture. There is one example.

Number 1 is **pink**.

Number 2 is **blue**.

Number 3 is **yellow**.

Number 4 is **green**.

Number 5 is **purple**.

Number 6 is **orange**.



## Teacher Assessment

### Guidelines for Implementation

**Preparation:** Offer two corners/walls for the pupils in the classroom: you may choose one corner/wall for correct colours, the other one for incorrect colours.

You may direct the pupils to go to the corners;

- hanging the colours on different walls,
  - writing the colours on papers and hanging them on different walls,
  - telling the colours for each corner and using your body language.
1. Ask the pupils to **go and stand next to the corner** (specified in advance by you) according to their answers.
    - Using both your body language and visual aids, help the pupils **get the instruction well**.
  2. Fill in the observation checklist according to the pupils' location.
    - Put a tick for the pupil who goes or stands next to the correct colours.
    - Put a cross for the pupil who goes or stands next to the incorrect colours.
  3. To keep assessment moving, follow the same process until you complete the whole exercise.
  4. Ask the pupil to **check the colours of their pictures showing correctly coloured picture on pages 280-281** (using projector, smart board, book etc.).
  5. While using the checklist,
    - write down your pupils' names on the checklist in advance.
    - fill in the checklist putting ticks or crosses observing the pupils.
    - if needed, you can take special notes about your pupils' problematic areas while implementing the activity.
    - feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils.



## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils **listen to the Tapescript 5.1 again**,
    - slow the pace of lesson down,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate speaking activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklist for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Listening B

Tapescript 5.2



**Function:** Naming colours

**Learning Outcome:** Students will be able to identify colours of things.

**Expected Time:** 30'

**Preparation:** Play *Tapescript 5.2* either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript52>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Colours



### Listening B

Tapescript 5.2

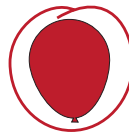
Zury's friends are organising a party.

Listen and circle the correct objects. There is one example.



Jack

a.



b.



Harry

a.



b.



Mary

a.



b.



Nora

a.



b.

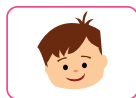


Emily

a.



b.



Tom

a.



b.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 5.**
2. Say **open your books on page 77 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Yes! Zury's friends are organising a party.**
  - While recasting, avoid giving the correct answers (**pink, black, blue, orange, brown, yellow, grey, green, red, white etc.**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and circle the correct objects.**
  - Show the pupils how the correct coloured object has been circled drawing on the board or using projector, smart board, book etc.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 5.2 once and circle the correct objects.**
8. Have the pupils **listen to the Tapescript 5.2 again and check their answers.**

### Tapescript 5.2

**Voice-over:** Zury's friends are organising a party.

Listen and circle the correct objects. There is one example.

- Tom** : Let's organise a welcome party for Zury.
- Jack** : Great idea! I have a **red** balloon.
- Harry** : I will prepare a **blue** gift box.
- Emily** : I'll make a **pink** cake.
- Nora** : I'll bring a **green** paper cup.
- Mary** : I have a **purple** party hat.
- Tom** : OK, I will get an **orange** teddy bear for him.

## Self-Assessment

### Colours









#### Self-assessment

Check your answers and put a tick ✓ or a cross ✗.

tear sheet

Name and surname: \_\_\_\_\_

**CHECKLIST**  
I can hear

red	blue	pink	green
			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	purple	orange	
			
	<input type="checkbox"/>	<input type="checkbox"/>	



## Guidelines for Implementation

1. Ask the pupils to **write their names under the Self-assessment section on page 79.**
2. Tell the pupils to **look at the form.**
3. Show the pupils how the correct answer has been ticked using self-assessment form on **page 79.**
4. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
5. Have the pupils turn back to **page 77** again.
6. Have the pupils **check their answers.**
7. Ask the pupils to **put a tick under the objects according to their answers.**
8. Give the pupils enough time to **fill in self-assessment forms.**
9. Walk around the desks in order to give immediate feedback while the pupils are filling in the forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many ticks do you have?
- How many crosses do you have?
- Who heard **red/blue/pink/green/purple/orange**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the self-assessment process. Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, identify strengths and weaknesses in their work, and revise accordingly (Andrade & Valtcheva, 2009).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 5.2 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

## Speaking A

**Function:** Making simple inquiries

**Learning outcome:** Students will be able to name the colours of the things.

**Expected Time:** 40'

**Preparation:** Divide the pupils into two groups as Student As and Student Bs.

## Colours



Zury and Emily are opening Zury's presents.

Work in pairs. Ask and answer questions about the colours of the objects in the picture.





## Instruction

1. Ask the pupils to **take out their books and look through Unit 5**.
2. Say **open your books on page 81 and look at the picture**.
3. Ask them to tell you **what they see in the picture**.
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups**.
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and Emily are opening presents**.
6. Divide the class into two groups.
7. Tell the pupils to **work in pairs asking and answering about the colours of the objects**.
8. Let each pupil play both roles (asking and answering about the colours of the objects) throughout the mini performance.
  - While making their dialogues, you may encourage the pairs to ask each other different objects (Four objects for each pupil).
9. Encourage the pupils to use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the statements correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	What colour is the notebook?	What colour is the pencil case?	What colour is the eraser?	What colour is the pencil?	What colour is the sharpener?	What colour is the school bag?	(It is) yellow and purple.	(It is) yellow	(It is ) red.	(It is) pink	(It is ) gray.	(It is ) blue and orange.
Student A	pronounce correctly	✓	x	x	✓	✓	✓	x	✓	✓	✓	x	✓
	structure correctly	x	✓	x	✓	✓	✓	x	✓	✓	✓	x	✓
	pronounce correctly												
	structure correctly												
	pronounce correctly												
	structure correctly												
	pronounce correctly												
	structure correctly												
	pronounce correctly												
	structure correctly												
	pronounce correctly												
	structure correctly												

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or structured incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,

\*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.

    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Listening C

Tapescript 5.3



**Function:** Expressing likes and dislikes

**Learning Outcome:** Students will be able to identify colours of things.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 5.3** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript53>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Colours



Listening C

Tapescript 5.3

tear sheet

Zury and his friends are going to a restaurant. They are getting ready.

Listen and circle the colours they like. There is one example.

Name and surname:

Zury



b.



Mary



b.



Tom



b.



Emily



b.



Harry



b.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 5.**
2. Say **open your books at page 83 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and his friends are going to a restaurant. They are getting ready.**
  - While recasting, avoid giving the correct answers (**I like orange, I like brown, I like blue, and I like green.**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and circle the colours Zury and his friends like.**
  - Show the pupils how the correct answer has been circled drawing on the board or using projector, smart board, book etc.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 5.3 once and circle the colours they like.**
8. Have the pupils **listen to the Tapescript 5.3 again and check their answers.**

### Tapescript 5.3

**Voice-over:** Zury and his friends are going to a restaurant. They are getting ready.  
Listen and circle the colours they like. There is one example.

**Zury** : Let's go to a restaurant for dinner. I will get dressed in my favourite colour. **I like red.**  
I don't like green. What about you?

**Mary** : **I like orange.** I don't like purple

**Tom** : **I like brown.** I don't like yellow.

**Emily** : **I like blue.** I don't like pink.

**Harry** : **I like green.** I don't like black.

## Teacher Assessment

### Guidelines for Implementation

1. Ask the pupils to write their names at the top of the page.
2. Have the pupils give tear sheets in to you at the end of the activity.
3. Analyse your pupils' answers in the tear sheets using the checklist given below.
4. While using the checklist,
  - write down your pupils' names on the checklist in advance.
  - fill in the checklist putting ticks or crosses examining the pupils' tear sheets.
  - if needed, you can take special notes about your pupils' problematic areas while implementing the activity.
  - feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils.



## Assessment and Feedback

Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 5.3 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*



## Speaking B

**Function:** Expressing likes and dislikes

**Learning Outcome:** Students will be able to talk about the colours they like.

**Expected Time:** 40'

**Preparation:** Ask the pupils to take out their **crayons** and **scissors** for the activity.

\*You may use the craft on **page 279** from the teacher guide, draw a tree trunk on the board or prepare a model of a tree trunk.

## Colours



### Speaking B



Go to page 157

This is a colour tree. Make your own tree with your favourite colours.

Cut out and colour your leaves. Tell the colours you like and don't like.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 5**.
2. Say **open your books on page 85 and look at the picture**.
3. Ask them to tell you **what they see in the picture**.
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups**.
5. Acknowledge the pupils' comments and recast them in English: **Yes! This is a tree of colours**.
6. Direct the pupils to **go to page 157** saying, **let's make our own tree with our favourite colours**.
7. Ask the pupils to **cut out the leaves**.
8. Have the pupils **colour the leaves with their favourite colours**.
9. Let the pupils **write their name and their favourite colours on the leaves**.
  - Give the pupils enough time to prepare their leaves.
10. Ask the pupils to **stick their leaves to the tree trunk saying the colours they like and dislike**.
  - Using both your body language and visual aids, help the pupils **get the instruction well**.
  - You may prepare your own leave and encourage the pupils to express themselves saying  
Hello! I am ... ! I like... I don't like ...
  - Make sure that each pupil has a right to express herself/himself.
  - You may plan the activity considering the time, number of the statements, class size etc.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student uses the statements meaningfully or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	I like.....	I don't like...	NOTES
Student A	pronounce correctly	✓	x	
	use meaningfully	x	✓	
	pronounce correctly			
	use meaningfully			
	pronounce correctly			
	use meaningfully			
	pronounce correctly			
	use meaningfully			
	pronounce correctly			
	use meaningfully			
	pronounce correctly			
	use meaningfully			
	pronounce correctly			
	use meaningfully			
	pronounce correctly			
	use meaningfully			
	pronounce correctly			
	use meaningfully			

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the common statements pronounced or used incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,

\*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.

    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# Unit 6

## **AT THE PLAYGROUND**



# At the playground

## Listening A

Tapescript 6.1



**Function:** Making simple inquiries

**Learning Outcome:** Students will be able to understand short, simple suggestions.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 6.1** either clicking the play button at the top of the page or downloading it from <http://meh.ai/tapescript61>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## At the playground



### Listening A

Tapescript 6.1

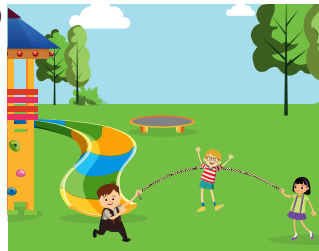
Zury's friends do some activities at the playground.

Listen and circle the correct activities.

1. a)



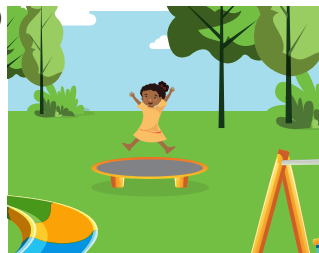
b)



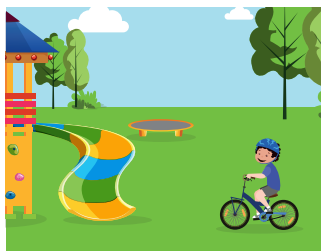
2. a)



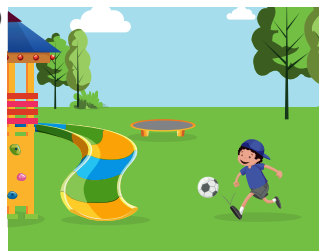
b)



3. a)



b)



## Instruction

1. Ask the pupils to **take out their books and look through Unit 6.**
2. Say **open your books on page 89 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury's friends do some activities at the playground.**
  - While recasting, avoid giving the correct answers (**skip a rope, jump, ride a bike etc.**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and circle the correct activities.**
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 6.1 once and circle the correct activities.**
8. Have the pupils **listen to the Tapescript 6.1 again and check their answers.**

### Tapescript 6.1

**Voice-over:** Zury's friends do some activities at the playground.  
Listen and circle the correct activities.

1. **Zury** : Do you **skip a rope** at the playground, Jack?  
**Jack** : Yes, I do.
2. **Zury** : Do you **jump** at the playground, Nora?  
**Nora** : Yes, I do.
3. **Zury** : Do you **ride a bike** at the playground, Harry?  
**Harry** : Yes, I do.



### At the playground



Self-assessment

Check your answers and put a tick ✓.

tear sheet

Name and surname:

**CHECKLIST**  
I can hear

		😊	😐
1.		<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>

91

### Guidelines for Implementation

1. Ask the pupils to **write their names under the Self-assessment section on page 91.**
2. Tell the pupils to **look at the forms.**
3. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
4. Have the pupils **check their answers.**
5. Ask the pupils to **put a tick under emojis according to their answers.**
  - If needed, explain the pupils that if their answer is correct, they need to put a tick under the happy smiley. If not, they need to put a tick under straight-faced smiley.
6. Give the pupils enough time to **fill in self-assessment forms.**
7. Walk around the desks in order to give immediate feedback while the pupils are filling in the forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many happy smileys do you have?
- How many straight-faced smileys do you have?
- Who heard **Jack/Nora/Harry**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the self-assessment process. Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, identify strengths and weaknesses in their work, and revise accordingly (Andrade & Valtcheva, 2009).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 6.1 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

# At the playground

## Speaking A

**Function:** Making simple inquiries

**Learning Outcome:** Students will be able to ask and answer simple questions.

**Expected Time:** 40'

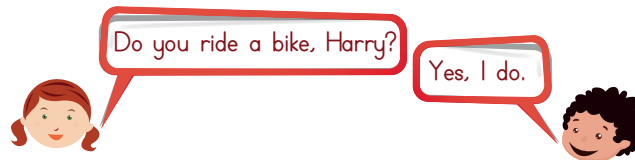
**Preparation:** Divide the pupils into two groups as Student As and Student Bs.













## At the playground



Zury and his friends do some activities at the playground.

Work in pairs. Ask and answer questions about the activities in the table.



	Your friend	
 jump	 <input type="checkbox"/>	 <input type="checkbox"/>
 swing	 <input type="checkbox"/>	 <input type="checkbox"/>
 ride a bike	 <input type="checkbox"/>	 <input type="checkbox"/>
 run	 <input type="checkbox"/>	 <input type="checkbox"/>



## Instruction

1. Ask the pupils to **take out their books and look through Unit 6**.
2. Say **open your books on page 93 and look at the picture**.
3. Ask them to tell you **what they see in the picture**.
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups**.
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and his friends do the activities in the table at the playground**.
6. Divide the class into two groups.
7. Tell the pupils to **work in pairs**.
8. Encourage the pupils to **ask and answer the questions about the activities in the table**.
9. Have the pupils **put ticks under smileys according to their friends' answers**.
  - Make sure that each pupil plays both roles (**asking and answering questions about the activities**) throughout the mini performance.
10. Give the pupils enough time to ask and answer questions about the activities in the table.
11. Encourage the pupils to use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the simple inquiries or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	Do you ride a bike?	Do you swing?	Do you jump?	Do you run?	Yes (I do.)	No(I don't)	NOTES
Student A	pronounce correctly	x	x	✓	✓	✓	x	
	structure correctly	x	x	✓	✓	✓	x	
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							
	pronounce correctly							
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	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or structured incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
  - \*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# At the playground

## Listening B

Tapescript 6.2



**Function:** Making simple suggestion

**Learning Outcome:** Students will be able to understand short, simple suggestions.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 6.2** either clicking the play button at the top of the page or downloading it from <http://meh.ai/tapescript62>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## At the playground



### Listening B

Tapescript 6.2

Zury and his friends are enjoying themselves at the playground.

Listen and stick  the pictures to the correct places.

 Go to page 159

There is one example.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 6.**
2. Say **open your books on page 94 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and his friends are enjoying themselves at the playground.**
  - While recasting, avoid giving the correct answers (**Let's swing, let's play football, let's jump**) since the activity is supposed to be used as an assessment tool.
6. Direct the pupils to **go to page 159** to cut out the characters' pictures before the listening activity.
7. Tell the pupils to **listen and stick the pictures to the correct places.**
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
8. Have the pupils **listen to the Tapescript 6.2 and stick the pictures to the correct places.**
9. Have the pupils **listen to the Tapescript 6.2 again and check their answers.**

### Tapescript 6.2

**Voice-over:** Zury and his friends are enjoying themselves at the playground.

Listen and stick the pictures to the correct places. There is one example.

1. **Zury** : Tom, Nora **let's play football.**  
**Nora and Tom** : Sure, Zury.
2. **Harry** : Jack, **let's swing.**  
**Jack** : OK, Harry.
3. **Mary** : **Let's jump**, Emily.  
**Emily** : Alright, Mary.



### At the playground



#### Peer assessment

Exchange your books with your deskmates'. Check each other's answers and put a tick ✓.

Name and surname:

**CHECKLIST**  
My friend can hear

	😊	😐
🦒	✓	☐
👧	☐	☐
👧	☐	☐

tear sheet



### Guidelines for Implementation

1. Ask the pupils to **write their names under the Peer Assessment section on page 95.**
2. Ask the pupils to **exchange their books with their deskmates'.**
3. Show the pupils how the correct word has been ticked using peer assessment form on **page 95.**
4. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
5. Have the pupils **check their friends' answers.**
6. Give the pupils enough time to **fill in peer assessment forms.**
7. Ask the pupils to **take their books back.**
8. Let the pupils **review their friends' checks.**
9. Walk around the desks in order to give immediate feedback while the pupils are filling in peer assessment forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many happy smileys do you have?
- How many straight-faced smileys do you have?
- Who heard **Zury/Jack/Emily/Harry/Tom/Nora/Mary?** Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the peer assessment process. Peer feedback is most effective when it is integrated into classroom practice as a normal and regular activity, rather than as a one-off (Lee, 2017, p. 95).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 6.2 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

# At the playground

## Speaking B

**Function:** Making simple suggestions

**Learning Outcome:** Students will be able to make suggestions in a simple way.

**Expected Time:** 40'

**Preparation:** Cut out the **flashcards** on **pages 281-300** from the teacher guide and put them in a **box** or a **bag** for the activity beforehand.

## At the playground



Zury is playing a game with his friends.

Choose a card from the box. Make a suggestion. Do the activity with your classmates.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 6.**
2. Say **open your books on page 97 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury is playing a card game with his friends.**
6. Tell the pupils to **choose a card from the box and make a suggestion.**
7. Let the pupils **do the activity with their classmates.**
8. Encourage the pupils to use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the expressions correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	Let's dance.	Let's jump.	Let's kick a ball.	Let's run.	Let's sing a song.	Let's play tennis.	Let's walk.	Let's play basketball.	NOTES
Student A	pronounce correctly	x	✓	✓	✓	x	x	x		
	structure correctly	x	✓	✓	✓	x	x	x		
	pronounce correctly									
	structure correctly									
	pronounce correctly									
	structure correctly									
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## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or structured incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,

\*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.

- give the pupils differentiated tasks,
  - vary speaking activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# Unit 7

## **BODY PARTS**





## Listening A

Tapescript 7.1



**Function:** Telling someone what to do

**Learning Outcome:** Students will be able to understand the names of their body parts.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 7.1** either clicking the play button at the top of the page or downloading it from <http://meh.ai/tapescript71>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Body parts



### Listening A

Tapescript 7.1

Zury doesn't feel well. He is in hospital.

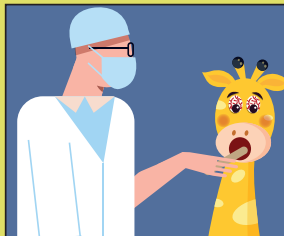
Listen and circle the actions you hear.

Name and surname:

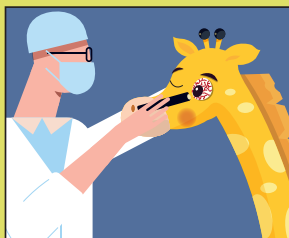
a.



b.



c.



d.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 7.**
2. Say **open your books on page 101 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury doesn't feel well. He is in hospital.**
  - While recasting, avoid giving the correct answers (**Open your mouth, touch your legs, open your eye**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen to dialogue and circle the actions they hear.**
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 7.1 once and circle the actions they hear.**
8. Have the pupils **listen to the Tapescript 7.1 again and check their answers.**

### Tapescript 7.1

**Voice-over:** Zury doesn't feel well. He is in hospital.

Listen and circle the actions you hear.

- Zury** : Hello doctor!
- Doctor** : Hi Zury! How are you?
- Zury** : I don't feel well today.
- Doctor** : Let me see! **Open your mouth** Zury!
- Zury** : OK!
- Doctor** : **Touch your legs** Zury.
- Zury** : Alright, doctor.
- Doctor** : **Open your eye** Zury.
- Zury** : Sure!

## Teacher Assessment

### Guidelines for Implementation

1. Ask the pupils to **write their names at the top of the page**.
2. Have the pupils give tear sheets in to you at the end of the activity.
3. Analyse your pupils' answers in the tear sheets using the checklist given below.
4. While using the checklist,
  - write down your pupils' names on the checklist in advance.
  - fill in the checklist putting ticks or crosses examining the pupils' tear sheets.
  - if needed, you can take special notes about your pupils' problematic areas while implementing the activity.
  - feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils.



## Assessment and Feedback

Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 7.1 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Speaking A

**Function:** Telling someone what to do

**Learning Outcome:** Students will be able to give short, simple and oral instructions.

**Expected Time:** 40'

**Preparation:** Divide the pupils into two groups. You may ask the pupils to bring **doctor coats** and **masks** for the activity beforehand.

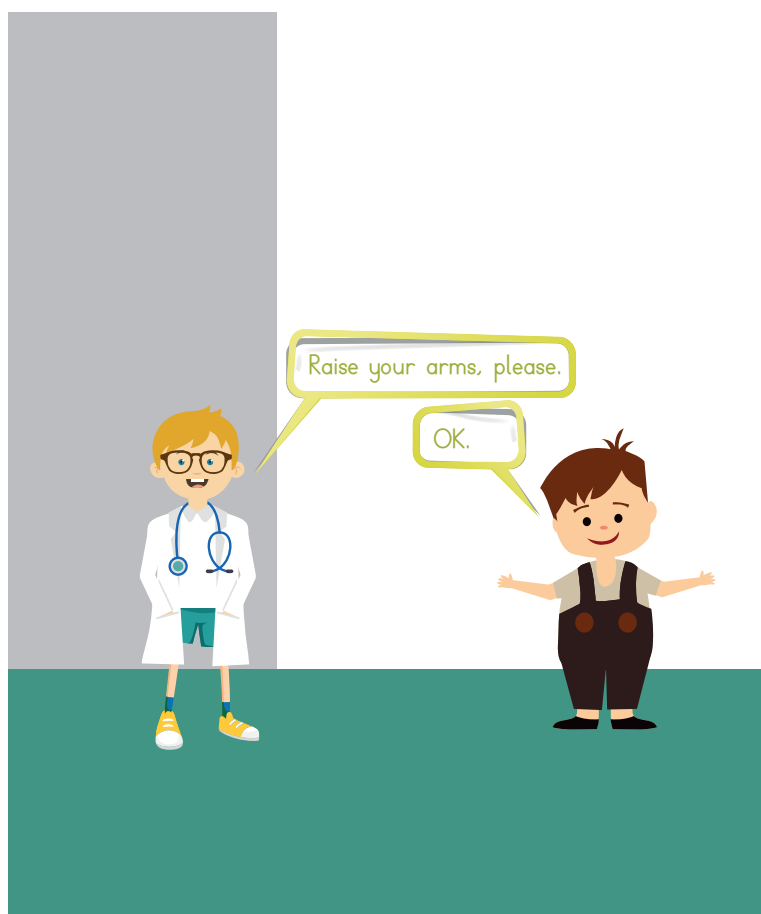
## Body parts



### Speaking A

Jack and Tom are talking to each other.

Work in pairs. Be a doctor and give instructions to your friend.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 7.**
2. Say **open your books on page 103 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Jack and Tom are talking to each other.**
6. Divide the class into two groups.
7. Tell the pupils to **work in pairs.**
8. Ask one of the peers to **be a doctor and give instructions to the other peers.**
9. Give the pupils enough time to get ready.
10. Let each pupil play both roles throughout the mini performance.
11. Encourage the pupils to use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structured the expressions correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	Open/close your eyes.	Point to your head.	Raise your hand(s).	Show your knee(s).	Touch your toes.	NOTES
Student A	pronounce correctly	x	x	✓	✓	✓	
	structure correctly	✓	x	✓	✓	✓	
	pronounce correctly						
	structure correctly						
	pronounce correctly						
	structure correctly						
	pronounce correctly						
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	pronounce correctly						
	structure correctly						



## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or structured incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
  - \*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Listening B

Tapescript 7.2 

**Function:** Telling someone what to do.

**Learning Outcome:** Students will be able to understand the names of their body parts.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 7.2** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript72>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

Ask the pupils to bring their **crayons** for the activity beforehand.

## Body parts

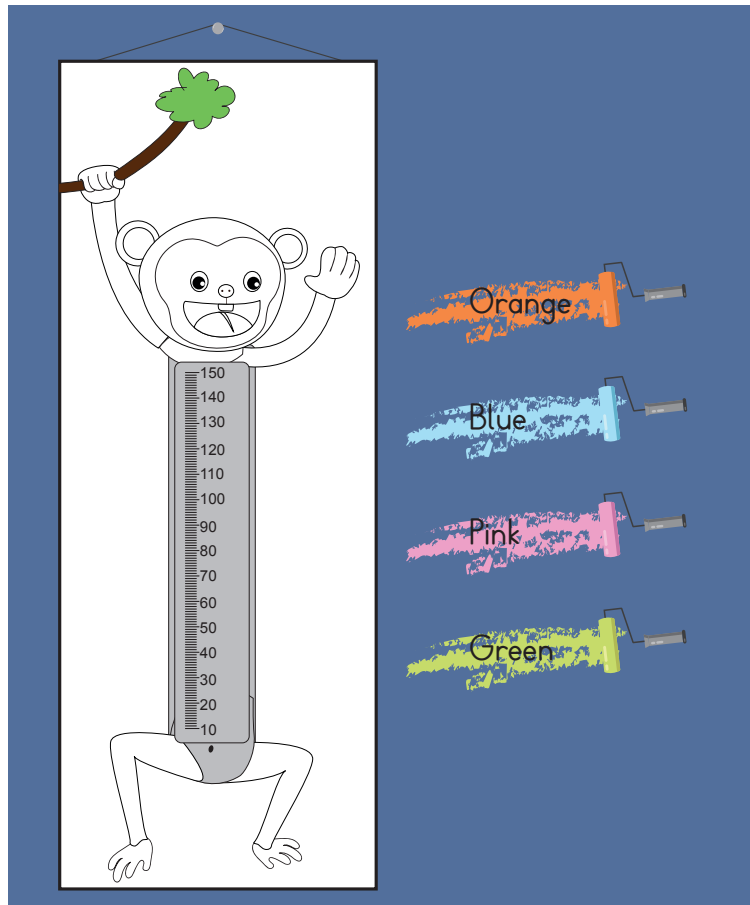


### Listening B

Tapescript 7.2

This is Monki.

Listen and  colour Monki.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 7.**
2. Say **open your books on page 104 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! This is Monki. This is very colourful monkey. Let's find his colours.**
  - While recasting, avoid giving the correct answers (**head, arms, legs, and hands**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and colour Monki.**
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 7.2 once and colour Monki.**
8. Have the pupils **listen to the Tapescript 7.2 again and check their answers.**

### Tapescript 7.2

**Voice over:** This is Monki.

Listen and colour Monki.

**Monki:** Hello I am Monki. I am a colourful monkey.

My **head** is orange.

My **arms** are blue.

My **legs** are pink.

My **hands** are green.

## Teacher Assessment Guidelines for Implementation

1. Ask the pupils to check the colours of their pictures showing correctly coloured picture (using projector, smart board, book etc.).
2. Encourage the pupils to discuss their answers using prompt questions such as:
  - Who coloured Monki's **head** orange?
  - Who coloured Monki's **arms** blue?
  - Who coloured Monki's **legs** pink?
  - Who coloured Monki's **hands** green? Raise your hands.
  - Which one is difficult for you?
  - Which one is easy for you?
3. Analyse your pupils' answers using the checklist given below.
4. While using the checklist,
  - write down your pupils' names on the checklist in advance.
  - fill in the checklist putting ticks or crosses observing the pupils.
  - if needed, you can take special notes about your pupils' problematic areas while implementing the activity.
  - feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils.

## Body parts

[illegible]

## Assessment and Feedback

Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 7.2 again**,
  - slow the pace of lesson down,
  - vary speaking activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate speaking activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# Body parts

## Speaking B

**Function:** Telling someone what to do

**Learning Outcome:** Students will be able to give short, simple and oral instructions.


**Expected Time:** 40'

**Preparation:** Divide the pupils into two groups. Ask the pupils to bring their **crayons** for the activity beforehand.

## Body parts



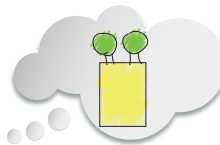
Zury and Mary are drawing their characters.

Work in pairs and draw  your characters.



Draw two heads.

OK, let's do it.



105

## Instruction

1. Ask the pupils to **take out their books and look through Unit 7.**
2. Say **open your books on page 105 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury and Mary are drawing their own characters.**
6. Divide the class into two groups.
7. Tell the pupils to **work in pairs.**
8. Ask the pupils **draw their own characters giving instructions to each other.**
9. Give the pupils enough time to do the activity.
10. Let each pupil play both roles throughout the mini performance.
11. Encourage the pupils to use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student remembers the expressions or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.



Name Surname	Students can	Draw.....ear, -s	Draw....eye, -s	Draw....hand, -s	Draw....mouth, -s	Draw...finger, -s	Draw..head, -s	Draw...knee, -s	Draw..toe, -s	Draw..nose, -s	NOTES
Student A	pronounce correctly	✓	✗	✓	✓	✓	✓	✓	✓	✓	
	remember correctly	✗	✗	✓	✓	✗	✗	✗	✗	✗	
	pronounce correctly										
	remember correctly										
	pronounce correctly										
	remember correctly										
	pronounce correctly										
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	pronounce correctly										
	remember correctly										
	pronounce correctly										
	remember correctly										

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the words pronounced or remembered incorrectly twice and tell these words again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,

\*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.

    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# Body parts

## Speaking C

**Function:** Talking about possessions

**Learning Outcome:** Students will be able to tell the names of their body parts.

**Expected Time:** 40'

**Preparation:** Divide the pupils into two groups. Ask the pupils to bring their **scissors** and **crayons** for the activity beforehand.

## Body parts



Speaking C



Go to page 161

Emily and Jack are talking about body parts.

Work in pairs. Ask and answer questions about body parts.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 7**.
2. Say **open your books on page 106 and look at the picture**.
3. Ask them to tell you **what they see in the picture**.
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups**.
5. Acknowledge the pupils' comments and recast them in English: **Yes! Emily and Jack are talking about body parts**
6. Divide the class into two groups.
7. Direct the pupils to **go to page 161** saying '**Work in pairs**'.
8. Ask the pupils to **draw their own physical appearances on the silhouette on page 161**.
9. Have the pupils **cut out their pictures**.
10. Tell the pupils to **ask and answer about the body parts** showing their pictures.
11. Let each pupil play both roles (asking and answering about body parts) throughout the mini performance.
12. Give the pupils enough time to get ready.
13. Encourage the pupils to use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the expressions correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	What is this?	This is my.....	It is my.....	My mouth, eye etc.	NOTES
Student A	pronounce correctly					
	structure correctly					
	pronounce correctly					
	structure correctly					
	pronounce correctly					
	structure correctly					
	pronounce correctly					
	structure correctly					
	pronounce correctly					
	structure correctly					
	pronounce correctly					
	structure correctly					
	pronounce correctly					
	structure correctly					
	pronounce correctly					
	structure correctly					
	pronounce correctly					
	structure correctly					

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the words pronounced or remembered incorrectly twice and tell these words again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,

\*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.

    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# Unit 8

## **PETS**





## Listening A

Tapescript 8.1



**Function:** Making simple inquiries

**Learning Outcome:** Students will be able to identify certain pet animals.

**Expected Time:** 30'

**Preparation:** Play *Tapescript 8.1* either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript81>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Pets



### Listening A

Tapescript 8.1

Kids are talking to each other about their pets.

Listen and draw lines . There is one example.

One of the pets is extra.



109

## Instruction

1. Ask the pupils to **take out their books and look through Unit 8.**
2. Say **open your books on page 109 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Kids are talking to each other about their pets.**
  - While recasting, avoid giving the correct answers (**a dog, a rabbit, a turtle, and a cat**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and draw lines to match the pets with the kids.**
  - Show the pupils how the correct picture has been matched.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Remind the pupils that **one of the pets is extra!**
8. Have the pupils **listen to the Tapescript 8.1 once and draw lines.**
9. Have the pupils **listen to the Tapescript 8.1 again and check their answers.**

### Tapescript 8.1

**Voice-Over:** Kids are talking to each other about their pets.

Listen and draw lines. There is one example. One of the pets is extra.

**Harry** : Hey, I have a nice **parrot**. Do you like pets?

**Tom** : Yes, I have a **dog**.

**Mary** : I like my **rabbit**.

**Jack** : My **turtle** is nice.

**Nora** : I have a **cat**.

## Self-Assessment

### Pets



#### Self-assessment

Check your answers and complete the crossword puzzle.



tear sheet

111

### Guidelines for Implementation

1. Ask the pupils to **write their names under the Self-assessment section on page 111.**
2. Tell the pupils to **look at the puzzle.**
3. Show the pupils how the correct pet has been written on the puzzle.
4. Ask the pupils to **complete the word puzzle.**
  - Give the pupils enough time to **fill in the word puzzle.**
5. Walk around the desks in order to give immediate feedback while the pupils are filling in the forms.
6. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
7. Have the pupils **check their answers.**

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- Who heard **Harry/Tom/Marry/Jack/Nora**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the self-assessment process. Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, identify strengths and weaknesses in their work, and revise accordingly (Andrade & Valtcheva, 2009).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 8.1 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

## Listening B

Tapescript 8.2



**Function:** Talking about locations of things

**Learning Outcome:** Students will be able to follow short and simple oral instructions about the names and locations of pet animals.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 8.2** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript82>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

Ask the pupils to bring their **scissors** and **glues** for the activity beforehand.

## Pets



### Listening B

Tapescript 8.2

Kids are looking for their pets.

Listen and stick  the pictures to the correct places.

There is one example.

 Go to page 163



## Instruction

1. Ask the pupils to **take out their books and look through Unit 8**.
2. Say **open your books on page 113 and look at the picture**.
3. Ask them to **tell you what they see in the picture**.
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups**.
5. Acknowledge the pupils' comments and recast them in English: **Yes! Kids are looking for their pets**.
  - While recasting, avoid giving the correct answers (**a dog, a rabbit, a parrot, a cat, a turtle, in, on, under**) since the activity is supposed to be used as an assessment tool.
6. Direct the pupils to **go to page 163** to cut out the pictures of pets.
7. Tell the pupils to **listen and stick the pictures to the correct places**.
  - Using both your body language and visual aids, help the pupils **get the instruction well**.
8. Have the pupils **listen to the Tapescript 8.2 and stick the pictures to the correct places**.
9. Have the pupils **listen to the Tapescript 8.2 again and check their answers**.

### Tapescript 8.2

**Voice-Over:** Kids are looking for their pets.

Listen and stick the pictures to the correct places. There is one example.

- |              |                                                          |
|--------------|----------------------------------------------------------|
| <b>Nora</b>  | : Hey, can you see my cat? Where is it?                  |
| <b>Zury</b>  | : Hmm! Nora! The cat is <b>under</b> the table.          |
| <b>Tom</b>   | : I can't see my <b>dog</b> . Where is it?               |
| <b>Zury</b>  | : Hey Tom, the dog is <b>on</b> the chair.               |
| <b>Mary</b>  | : I can't see my <b>rabbit</b> . Where is it?            |
| <b>Zury</b>  | : Look Marry! The rabbit is <b>in</b> the picnic basket. |
| <b>Jack</b>  | : Oh no! Where is my <b>turtle</b> ?                     |
| <b>Zury</b>  | : Hmm, Jack! The turtle is <b>under</b> the chair.       |
| <b>Harry</b> | : Hey! Where is my <b>parrot</b> ?                       |
| <b>Zury</b>  | : Look Harry! The parrot is <b>on</b> the tree!          |

## Teacher Assessment

### Guidelines for Implementation

1. Ask the pupils to **write their names at the top of the page**.
2. Have the pupils give tear sheets in to you at the end of the activity.
3. Analyse your pupils' answers in the tear sheets using the checklist given below.
4. While using the checklist,
  - write down your pupils' names on the checklist in advance.
  - fill in the checklist putting ticks or crosses examining the pupils' tear sheets.
  - if needed, you can take special notes about your pupils' problematic areas while implementing the activity.
  - feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils.





## Assessment and Feedback

Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 8.2 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Speaking A

**Function:** Talking about locations of things

**Learning Outcome:** Students will be able to say where the animals are by pointing out them.

**Expected Time:** 40'

**Preparation:** Ask the pupils to bring their **scissors** and **glues** for the activity beforehand.

Divide the pupils as two groups as Student As and Bs.

## Pets



Speaking A



Go to page 165

Harry and Mary are talking about the animals in the picture.

Work in pairs. Ask and answer questions about animals.



Where is the frog?

The frog is on the table.



115

## Instruction

1. Ask the pupils to **take out their books and look through Unit 8.**
2. Say **open your books on page 115 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Harry and Mary are talking about the animals in the picture.**
6. Divide the class into two groups.
7. Direct the student As to go to **page 165** and cut out the pictures on **page 165.**
8. Direct the student Bs to go to **page 167** and cut out the pictures on **page 167.**
9. Give the pupils enough time to prepare the materials for the activity.
10. Encourage the pupils to make a similar dialogue.
11. Let the pupils stick the missing pets to the correct places on the picture asking and answering about locations of the pets.
12. Give the pupils enough time to make their dialogues.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the sentences correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	Where is Zury?	Where are the turtles?	Where is the dog?	Where is the rabbit?	Where are the parrots?	Where is the cat?	NOTES
Student A	pronounce correctly	✓	✗	✗	✓	✓	✓	
	structure correctly	✗	✓	✗	✓	✓	✓	
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							

Name Surname	Students can	Zury is in the ambulance.	The turtles are on the ambulance.	The dog is under the table.	The rabbit is under the tree.	The parrots are on the tree.	The cat is in the box.	NOTES
Student A	pronounce correctly	✓	x	x	✓	✓	✓	
	structure correctly	x	✓	x	✓	✓	✓	
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							
	pronounce correctly							
	structure correctly							

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or structured incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,

\*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.

    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

# Unit 9

## **FRUIT**





## Listening A

Tapescript 9.1



**Function:** Expressing likes and dislikes

**Learning Outcome:** Students will be able to recognize the names of fruit.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 9.1** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript91>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.


## Fruit



### Listening A

Tapescript 9.1

Zury is putting his favourite fruit into the basket.

Listen and tick  the fruit you hear. There is one example.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 9.**
2. Say **open your books on page 119 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Zury is putting his favourite fruit into the basket.**
  - While recasting, avoid giving the correct answers (**bananas, apples, peaches, watermelons, grapes**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and tick the fruit they hear.**
  - Show the pupils how the correct picture has been ticked.
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 9.1 once and tick the fruit they hear.**
8. Have the pupils **listen to the Tapescript 9.1 again and check their answers.**

### Tapescript 9.1

**Voice-Over:** Zury is putting his favourite fruit into the basket.

Listen and tick the fruit you hear. There is one example.

**Greengrocer** : Welcome. There are fresh fruit.

**Zury** : Hmm. They look yummy. I like **bananas, apples, and peaches.**

**Greengrocer** : What about watermelons? Do you like **watermelons and grapes?**

**Zury** : Yes, I do. Give me some, please.

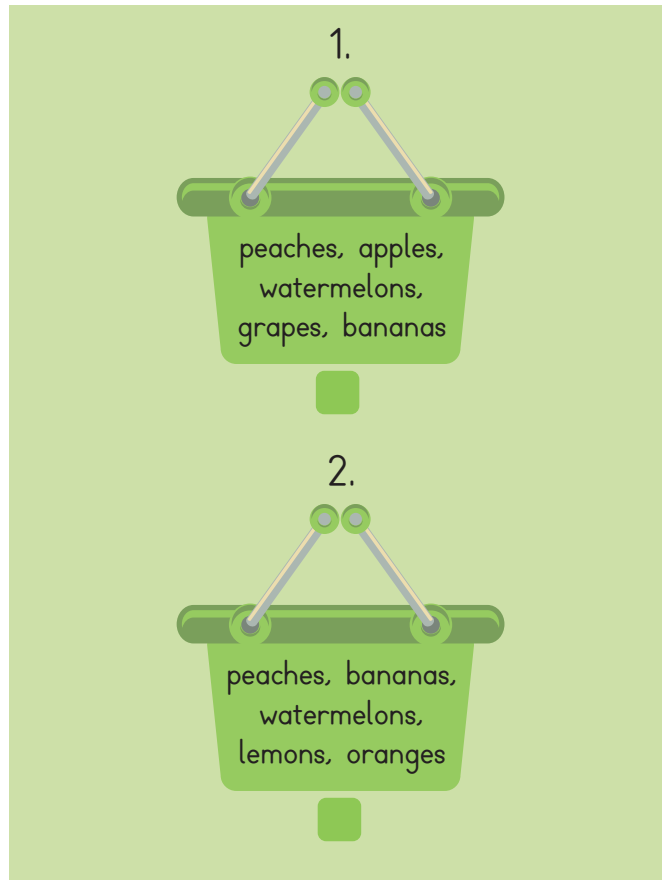
**Greengrocer** : Sure.

## Quick Check

### Fruit

#### Quick Check

Check your answers and tick  Zury's shopping basket.



### Guidelines for Implementation

1. Ask the pupils to have a look at the shopping baskets on **page 120**.
2. Have the pupils turn back to **page 119**.
3. Let the pupils **check their answers and tick the correct shopping basket**.
4. Give the pupils a few seconds to tick the shopping basket.
5. Let the pupils **see the correct shopping basket** drawing on the board or using projector, smart board, book etc.
6. Ask the pupils to **tell which shopping basket they have ticked**.
7. Considering your pupils' answers, find out whether they have reached the learning outcomes.

## Peer Assessment

### Fruit



#### Peer assessment

Exchange your books with your deskmates'. Check each other's answers and put a tick ✓ or a cross ✗.

Name and surname:

**CHECKLIST**  
My friend can hear

bananas	grapes	apples
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
watermelons	peaches	
<input type="checkbox"/>	<input type="checkbox"/>	

tear sheet

121

### Guidelines for Implementation

1. Ask the pupils to **write their names under the Peer Assessment section on page 121.**
2. Ask the pupils to **exchange their books with their deskmates'.**
3. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
3. Have the pupils **check their friends' answers.**
4. Give the pupils enough time to **fill in peer assessment forms.**
5. Ask the pupils to **take their books back.**
6. Let the pupils **review their friends' checks.**
8. Walk around the desks in order to give immediate feedback while the pupils are filling in peer assessment forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many ticks do you have?
- Who heard **apples/peaches/watermelons/grapes**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the peer assessment process. Peer feedback is most effective when it is integrated into classroom practice as a normal and regular activity, rather than as a one-off (Lee, 2017, p. 95).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 9.1 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

## Listening B

Tapescript 9.2



**Function:** Expressing likes and dislikes

**Learning Outcome:** Students will be able to recognize the names of fruit.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 9.2** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript92>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

### Fruit













#### Listening B

Tapescript 9.2

Nora and Tom are talking about fruit.

Listen and put a tick ✓.

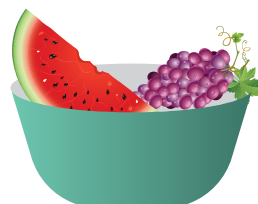
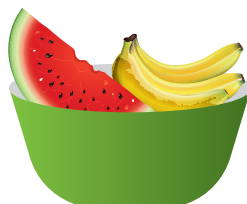
Name and surname:

	 bananas	 watermelons	 grapes
 Nora	<input type="checkbox"/>  <input type="checkbox"/> 	<input type="checkbox"/>  <input type="checkbox"/> 	<input type="checkbox"/>  <input type="checkbox"/> 



#### Self-assessment

Check your answers and circle Nora's favourite fruit.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 9.**
2. Say **open your books on page 123 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Nora and Tom are talking about fruit.**
  - While recasting, avoid giving the correct answers (**bananas, watermelons, grapes**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and put a tick.**
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 9.2 once and put a tick.**
8. Have the pupils **listen to the Tapescript 9.2 again and check their answers.**

### Tapescript 9.2

**Voice-Over:** Nora and Tom are talking about fruit.  
Listen and put a tick.

**Tom** : Hey Nora! I am making a fruit salad. Do you **like bananas**?  
**Nora** : **No, I don't.**  
**Tom** : What about **watermelons**?  
**Nora** : Hmm, yummy. **Watermelon is my favourite fruit.**  
**Tom** : Do you **like grapes**?  
**Nora** : **Yes, I do.** They are great.

## Self-Assessment

### Fruit













#### Listening B

Tapescript 9.2

Nora and Tom are talking about fruit.

Listen and put a tick ✓.

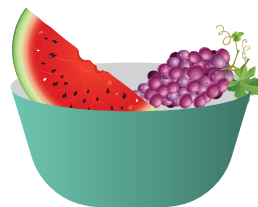
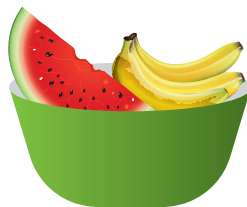
Name and surname:

	 bananas	 watermelons	 grapes
 Nora	<input type="checkbox"/>  <input type="checkbox"/> 	<input type="checkbox"/>  <input type="checkbox"/> 	<input type="checkbox"/>  <input type="checkbox"/> 



#### Self-assessment

Check your answers and circle Nora's favourite fruit.



## Guidelines for Implementation

1. Tell the pupils to **look at the self-assessment form**.
2. Have the pupils **check their answers and circle Nora's favourite fruit**.
3. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
4. Walk around the desks in order to give immediate feedback while the pupils are filling in the forms.



## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- Who heard **watermelons/grapes**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the self-assessment process. Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, identify strengths and weaknesses in their work, and revise accordingly (Andrade & Valtcheva, 2009).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 9.2 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

## Speaking A

**Function:** Expressing likes and dislikes

**Learning Outcome:** Students will be able to talk about fruit they like.

**Expected Time:** 40'


**Preparation:** Ask the pupils to bring their **crayons** for the activity beforehand.

### Fruit



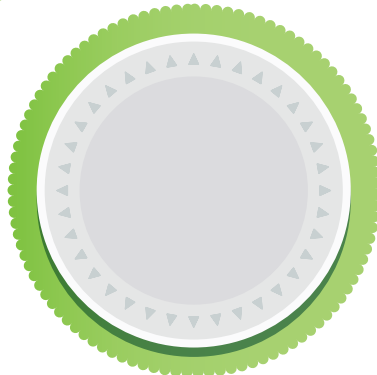
#### Speaking A

Mary is talking about fruit.

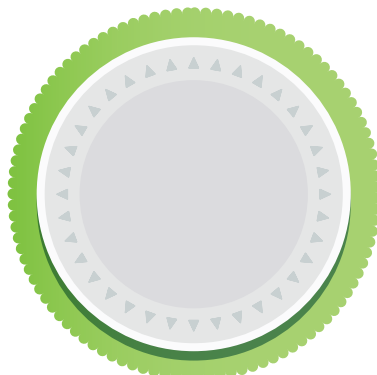
Draw  the fruit you like and don't like. Talk about your plates.



Hello, I am Mary.  
I like bananas. I don't like apples.



I like



I don't like



## Instruction

1. Ask the pupils to **take out their books and look through Unit 9.**
2. Say **open your books on page 125 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Mary is talking about fruit.**
6. Ask the pupils to **draw the fruit they like and don't like.**
7. Give the pupils enough time to draw the fruit.
8. Encourage the pupils to talk about their likes and dislikes about fruit.
9. Let the pupils use the expressions given in the checklist.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the expressions correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	I like .....	I don't like.....	NOTES
Student A	pronounce correctly	✓	x	
	structure correctly			
	pronounce correctly			
	structure correctly			
	pronounce correctly			
	structure correctly			
	pronounce correctly			
	structure correctly			
	pronounce correctly			
	structure correctly			
	pronounce correctly			
	structure correctly			
	pronounce correctly			
	structure correctly			
	pronounce correctly			
	structure correctly			
	pronounce correctly			
	structure correctly			
	pronounce correctly			
	structure correctly			

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or structured incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,

\*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.

    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Listening C

Tapescript 9.3



**Function:** Telling someone what to do

**Learning Outcome:** Students will be able to recognize the names of fruit.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 9.3** either clicking the play button at the top of the page or downloading it from <http://meh.ai/tapescript93>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Fruit



### Listening C

Tapescript 9.3

Zury and his friends are decorating a cake.

Listen and draw lines . There is one example.

One of the statements is extra.

- a. look at the strawberries
- b. give me an apple
- c. touch the grapes
- d. Let's decorate it
- e. cut the banana

Mary: Our cake looks yummy, (1) - - - - .  
Zury, (2) - - - - , please.

Zury: Sure. Here you are.

Mary: Tom, (3) - - - - , please. Are they fresh?

Tom: Of course, Mary.

Mary: Harry, (4) - - - - , please.

Harry: Sure.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 9.**
2. Say **open your books on page 126 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Zury and his friends are decorating a cake.**
  - While recasting, avoid giving the correct answers since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and draw lines.**
  - Show the pupils how the correct statement has been matched with the dialogue drawing a line.
  - Using your body language with visual aids, help the pupils **get the instruction well.**
7. Remind the pupils that **one of the statements is extra.**
8. Have the pupils **listen to the Tapescript 9.3 and draw lines.**
9. Have the pupils **listen to the Tapescript 9.3 again and check their answers.**

### Tapescript 9.3

**Voice-Over:** Zury and his friends are decorating a cake.

Listen and draw lines. There is one example. One of the statements is extra.


- |              |                                                                                          |
|--------------|------------------------------------------------------------------------------------------|
| <b>Mary</b>  | : Our cake looks yummy. <b>Let's decorate it.</b> Zury <b>give me an apple</b> , please. |
| <b>Zury</b>  | : Sure, here you are.                                                                    |
| <b>Mary</b>  | : Tom, <b>look at the strawberries</b> , please. Are they fresh?                         |
| <b>Tom</b>   | : Of course, Mary.                                                                       |
| <b>Mary</b>  | : Harry, <b>cut the banana</b> , please.                                                 |
| <b>Harry</b> | : Sure.                                                                                  |

## Self-Assessment

## Fruit



## Self-assessment



Check your answers and put a tick .

tear sheet

Name and surname:

CHECKLIST

I can hear

		
let's decorate it	<input checked="" type="checkbox"/>	<input type="checkbox"/>
look at the strawberries	<input type="checkbox"/>	<input type="checkbox"/>
cut the banana	<input type="checkbox"/>	<input type="checkbox"/>
give me an apple	<input type="checkbox"/>	<input type="checkbox"/>



## Guidelines for Implementation

1. Ask the pupils to **write their names under the Self-assessment section on page 127.**
2. Tell the pupils to **look at the form.**
3. Show the pupils how the correct answer has been ticked.
4. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
5. Have the pupils turn back to **page 126** again.
6. Have the pupils **check their answers.**
7. Ask the pupils to **put a tick under emojis according to their answers.**

\*If needed, explain the pupils that if their answer is correct, they need to put a tick under the happy smiley. If not, they need to put a tick under straight-faced smiley.
8. Give the pupils enough time to **fill in self-assessment forms.**
9. Walk around the desks in order to give immediate feedback while the pupils are filling in the form.



## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many happy smileys do you have?
- How many straight-faced smileys do you have?
- Who heard **look at the strawberries/cut the banana/give me an apple?** Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the self-assessment process. Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, identify strengths and weaknesses in their work, and revise accordingly (Andrade & Valtcheva, 2009).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 9.3 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Speaking B

**Function:** Giving and responding to simple instructions

**Learning Outcome:** Students will be able to tell others to do things with fruit by pointing out them.

**Expected Time:** 40'

**Preparation:** Divide the class into two groups.

Ask the pupils to bring their **scissors** and **glues** for the activity beforehand.

### Fruit



#### Speaking B



Go to page 169

Mary and Zury are decorating a cake.

Work in pairs. Give instructions to each other and decorate your cake.



#### Useful language

Cut - - - -.  
Give - - - -.  
Show - - - -.

OK!  
Sure.  
Of course.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 9.**
2. Say **open your books on page 129 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Zury and Mary are decorating a cake.**
6. Direct the pupils to **go to page 169** to cut out the picture of fruit.
7. Give the pupils enough time to cut out the fruit.
8. Divide the class into two groups.
9. Ask the pupils to **work in pairs.**
  - First group will give instructions and decorate her/his cake sticking the fruit to it.
  - The other group will fulfil the instructions.
10. Tell the pupils to **give instructions to each other and decorate their cakes.**
11. Let each pupil **play both roles** (giving instructions and fulfilling instructions) throughout the mini performance.
12. Encourage the pupils to use the expressions given in the useful language box.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student uses the instructions in a meaningful way or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	Cut.....	Show.....	Give.....	OK!	Sure.	Of course.	NOTES
Student A	pronounce correctly	✓	x	x	✓	✓	✓	
	use in a meaningful way	x	✓	x	✓	✓	✓	
	pronounce correctly							
	use in a meaningful way							
	pronounce correctly							
	use in a meaningful way							
	pronounce correctly							
	use in a meaningful way							
	pronounce correctly							
	use in a meaningful way							
	pronounce correctly							
	use in a meaningful way							
	pronounce correctly							
	use in a meaningful way							

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the common instructions pronounced or used incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,

\*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.

    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*



# Unit 10

## **ANIMALS**





## Listening A

Tapescript 10.1



**Function:** Expressing abilities

**Learning Outcome:** Students will be able to recognize the names of certain animals.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 10.1** either clicking the play button at the top of the page or downloading it from <http://meh.ai/tapescript101>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Animals



### Listening A

Tapescript 10.1

Animals are introducing themselves to the kids.

Listen and number **1** the correct animals. There is one example.

One of the animals is extra.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 10.**
2. Say **open your books on page 133 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Yes! Animals are introducing themselves to the kids.**
  - While recasting, avoid giving the correct answers (**a duck, a monkey, a frog, a lion, and an owl**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and number the correct animals.**
7. Remind the pupils that **one of the animals is extra!**
  - Show the pupils how the correct animal has been numbered on **page 133.**
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
8. Have the pupils **listen to the Tapescript 10.1 and number the correct animals.**
9. Have the pupils **listen to the Tapescript 10.1 again and check their answers.**

### Tapescript 10.1

**Voice-Over:** Animals are introducing themselves to the kids.

Listen and number the correct animals. There is one example. One of the animals is extra.

- 1) **Kangaroo** : Hello! I'm a **kangaroo**. I can jump.
- 2) **Monkey** : Hello! I am a **monkey**. I can climb a tree.
- 3) **Duck** : Hello! I am a **duck**. I can swim.
- 4) **Owl** : Hi! I am an **owl**. I can fly.
- 5) **Lion** : Hello! I am a **lion**. I can run.

## Peer Assessment

### Animals



#### Peer assessment

Exchange your books with your deskmates'. Check each other's answers and put a tick ✓.

Name and surname: \_\_\_\_\_

**CHECKLIST**  
My friend can hear

a kangaroo	✓	<input type="checkbox"/>
a lion	<input type="checkbox"/>	<input type="checkbox"/>
an owl	<input type="checkbox"/>	<input type="checkbox"/>
a monkey	<input type="checkbox"/>	<input type="checkbox"/>
a duck	<input type="checkbox"/>	<input type="checkbox"/>

tear sheet



### Guidelines for Implementation

1. Ask the pupils to **write their names under the Peer Assessment section on page 135.**
2. Ask the pupils to **exchange their books with their deskmates'.**
3. Show the pupils how the correct word has been ticked using peer assessment form on **page 135.**
4. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
5. Have the pupils **check their friends' answers.**
6. Give the pupils enough time to **fill in peer assessment forms.**
7. Ask the pupils to **take their books back.**
8. Let the pupils **review their friends' checks.**
9. Walk around the desks in order to give immediate feedback while the pupils are filling in peer assessment forms.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- How many happy smileys/ straight-faced smileys do you have?
- Who heard **a kangaroo/a monkey/a duck/an owl/a lion**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the peer assessment process. Peer feedback is most effective when it is integrated into classroom practice as a normal and regular activity, rather than as a one-off (Lee, 2017, p. 95).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 10.1 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***



**Function:** Making simple inquiries

**Learning Outcome:** Students will be able to understand common expressions about abilities.

**Expected Time:** 30'

**Preparation:** Play **Tapescript 10.2** either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript102>. Prepare a **speaker** for your pupils. Be sure that listening text is heard clearly by your pupils.

## Animals



### Listening B

Tapescript 10.2

Animals and kids are talking to each other.

Listen and draw lines . There is one example.  
One of the pictures is extra.

Name and surname:

1.



2.



3.



4.



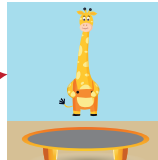
a.



b.



c.



d.



e.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 10.**
2. Say **open your books on page 137 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Animals and kids are talking to each other.**
  - While recasting, avoid giving the correct answers (**run, fly, climb, and swim**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and draw lines.**
  - Show the pupils how the correct characters has been matched with the picture drawing lines on **page 137.**
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
8. Remind the pupils that **one of the pictures is extra.**
9. Have the pupils **listen to the Tapescript 10.2 and draw lines.**
- 10..Have the pupils **listen to the Tapescript 10.2 again and check their answers.**

### Tapescript 10.2

**Voice-Over:** Animals and kids are talking to each other.

Listen and draw lines. There is one example. One of the pictures is extra.

- |           |                                                 |
|-----------|-------------------------------------------------|
| 1. Frog   | : Hello, <b>I can jump.</b> Can you jump Emily? |
| Emily     | : <b>Yes, I can.</b>                            |
| 2. Lion   | : Hey Harry, <b>I can run.</b> Can you run?     |
| Harry     | : Sure, <b>I can run.</b>                       |
| 3. Duck   | : Hello, Mary. <b>I can swim.</b> Can you swim? |
| Mary      | : <b>Yes, I can.</b>                            |
| 4. Monkey | : Hey Tom! <b>I can climb.</b> Can you climb?   |
| Tom       | : <b>Yes I can.</b>                             |

## Teacher Assessment

### Guidelines for Implementation

1. Ask the pupils to write their names at the top of the page.
2. Have the pupils give tear sheets in to you at the end of the activity.
3. Analyse your pupils' answers in the tear sheets using the checklist given below.
4. While using the checklist,
  - write down your pupils' names on the checklist in advance.
  - fill in the checklist putting ticks or crosses examining the pupils' tear sheets.
  - if needed, you can take special notes about your pupils' problematic areas while implementing the activity.
  - feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils.

[illegible]



## Assessment and Feedback

1. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 10.2 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Speaking A

**Function:** Expressing abilities

**Learning Outcome:** Students will be able to talk about abilities.

**Expected Time:** 40'

**Preparation:** Ask the pupils to bring their **crayons and scissors** for the activity beforehand. The pupils may tie the masks with **a piece of rope** or stick the masks to **a straw** with **a glue**.

## Animals



### Speaking A



Go to page 171

Tom is telling his friends about a frog.

Choose an animal. Make your mask and tell your friends about it.



## Instruction

1. Ask the pupils to **take out their books and look through Unit 10.**
2. Say **open your books on page 139 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Tom is telling his friends about a frog.**
6. Direct the pupils to **go to page 171.**
7. Tell the pupils to **choose an animal, prepare their animal masks, and tell their friends about them.**
8. Give the pupils enough time to make their masks.
9. Encourage the pupils to talk about their animal masks.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student uses the instructions in a meaningful way or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	I'm a lion. I can ... I can't.....	I am a kangaroo. I can... I can't...	I am an owl. I can... I can't....	I am a duck. I can... I can't...	I am a monkey. I can ... I can't...	NOTES
Student A	pronounce correctly	✓	x	x	✓	✓	
	use in a meaningful way	x	✓	x	✓	✓	
	pronounce correctly						
	use in a meaningful way						
	pronounce correctly						
	use in a meaningful way						
	pronounce correctly						
	use in a meaningful way						
	pronounce correctly						
	use in a meaningful way						
	pronounce correctly						
	use in a meaningful way						
	pronounce correctly						
	use in a meaningful way						
	pronounce correctly						
	use in a meaningful way						

## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or used incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
  - \*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Speaking B

**Function:** Expressing likes and dislikes

**Learning Outcome:** Students will be able to talk about the animals they like/dislike.

**Expected Time:** 40'

**Preparation:** Ask the pupils to bring their **scissors** and **glues** for the activity beforehand.

## Animals




### Speaking B





Go to page 183

Jack is talking about animals.

Stick  the animals to the table below. Say the animals you like and don't like.



I like kangaroos. I don't like spiders.

Your name	-----			
 I like				
 I don't like				

## Instruction

1. Ask the pupils to **take out their books and look through Unit 10.**
2. Say **open your books on page 140 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Jack is talking about animals.**
6. Ask the pupils to **write their names at the top of the table.**
7. Direct the pupils to **go to page 183 to cut out the animals.**
8. Ask the pupils to **stick the animals to the table below according to their likes and dislikes.**
  - Remind the pupils that if they want to use any different animals for the activity, they can draw them on the table.
9. Give the pupils enough time to cut out and stick the animals to the table.
10. Let the pupils **tell the animals they like and they don't like.**

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the expressions correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	I like....	I don't like....	NOTES
Student A	pronounce correctly	✓	✗	
	structure correctly	✗	✓	
	pronounce correctly			
	structure correctly			
	pronounce correctly			
	structure correctly			
	pronounce correctly			
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	structure correctly			
	pronounce correctly			
	structure correctly			



## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or used incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,
  - \*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.
    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*

## Listening C

Tapescript 10.3



**Function:** Making simple inquiries

**Learning Outcome:** Students will be able to understand common expressions about abilities.

**Expected Time:** 30'

**Preparation:** Play *Tapescript 10.3* either clicking the play button at the top of the page or downloading it from <http://meb.ai/tapescript103>. Prepare a *speaker* for your pupils. Be sure that listening text is heard clearly by your pupils.

## Animals

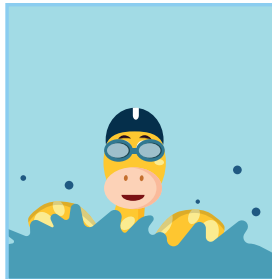
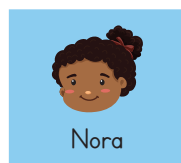


## Listening C

Tapescript 10.3

Tom and Nora are talking about some actions.

Listen and put a tick ✓ or a cross ✗.


☐
☐

☐
☐


## Instruction

1. Ask the pupils to **take out their books and look through Unit 10.**
2. Say **open your books on page 141 and look at the picture.**
3. Ask them to **tell you what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Tom and Nora are talking about some actions.**
  - While recasting, avoid giving the correct answers (**climb, swim**) since the activity is supposed to be used as an assessment tool.
6. Tell the pupils to **listen and put a tick or a cross.**
  - Using both your body language and visual aids, help the pupils **get the instruction well.**
7. Have the pupils **listen to the Tapescript 10.3 and put a tick or a cross.**
8. Have the pupils **listen to the Tapescript 10.3 again and check their answers.**

### Tapescript 10.3

**Voice-Over:** Tom and Nora are talking about some actions.  
Listen and put a tick or a cross.

**Tom** : Hey Nora! **I can swim. Can you swim?**  
**Nora** : **No I can't.**  
**Tom** : Hmm, **can you climb a tree?**  
**Nora** : **Yes, I can.** Can you?  
**Tom** : **No, I can't climb.**

## Self-Assessment

### Animals

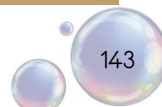
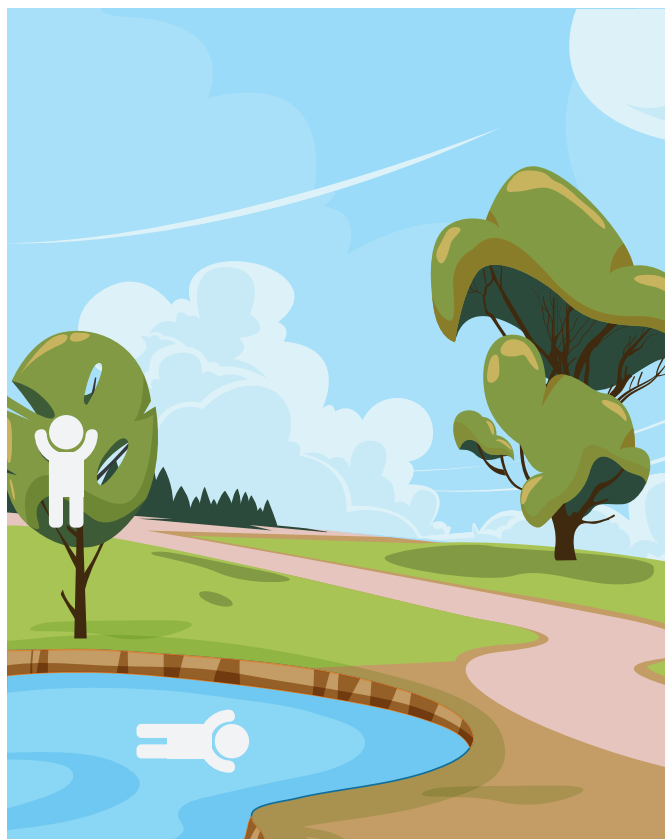


Self-assessment



Go to page 185

Check your answers and stick  the pictures to the correct places.



### Guidelines for Implementation

1. Tell the pupils to **look at the picture**.
2. Direct the pupils to go to **page 185** to cut out the pictures.
3. Have the pupils turn back to **page 143** again.
4. Ask the pupils to **stick the pictures to the correct places**.
5. Let the pupils **see the correct answers** either writing on the board or using projector, smart board, book etc.
6. Have the pupils **check their answers**.
7. Walk around the desks in order to give immediate feedback while the pupils are checking their answers.

## Assessment and Feedback

1. Encourage the pupils to **discuss their answers using prompt questions** such as:

- Who heard **Tom/Nora**? Raise your hands.
- Which one is difficult for you?
- Which one is easy for you?

**\*While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the self-assessment process. Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, identify strengths and weaknesses in their work, and revise accordingly (Andrade & Valtcheva, 2009).**

2. Find out the percentage of the pupils who are at insufficient level and more advanced:

- ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
  - have the pupils **listen to the Tapescript 10.3 again**,
  - slow the pace of lesson down,
  - vary listening activities focusing on common mistakes and considering the pupils' needs.
- ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
  - practise with the pupils who need help focusing on individual mistakes,
  - differentiate listening activities considering the pupils' needs,
  - give extra tasks to the pupils implementing the activity successfully to challenge them,
  - support the ones who need to be improved with low floor high ceiling tasks.

- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- In the alternative, the pupils may keep assessment sheets for their own portfolios in order to take more ownership and responsibility over the learning process.

***\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.***

## Speaking C

**Function:** Expressing abilities

**Learning Outcome:** Students will be able to talk about abilities.

**Expected Time:** 40'







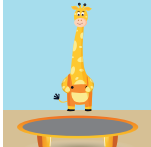





## Animals



Zury can do the activities in the table. Emily and Harry are talking about these activities.

Work in pairs. Ask and answer questions about the activities in the table.



	Your friend	
		
		
		
		

## Instruction

1. Ask the pupils to **take out their books and look through Unit 10.**
2. Say **open your books on page 145 and look at the picture.**
3. Ask them to tell you **what they see in the picture.**
4. Give the pupils a few seconds to **think before they answer**, or ask the pupils to **first discuss their answers in pairs or in small groups.**
5. Acknowledge the pupils' comments and recast them in English: **Zury can do the activities in the table. Emily and Harry are talking about these activities.**
6. Ask the pupils to **work in pairs asking and answering the questions about the activities in the table.**
7. Give enough time to fill in the table according to their friends' answers.

## Observation Checklist

### Guidelines for Implementation

1. Write down your pupils' names on the checklist in advance.
2. Observe whether each student structures the expressions correctly or not and how she/he pronounces them.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If needed, you can take special notes about your pupils' problematic areas while implementing the activity.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. Using suitable grids for you and your pupils enables you to have information about your pupils' speaking skills.

Name Surname	Students can	Can you climb?	Can you jump?	Can you swim?	Yes, I can.	I can...	Yes.	Yes..... can fly.	NOTES
Student A	pronounce correctly	✓	x	x	✓	✓	x	✓	
	structure correctly	x	✓	x	✓	✓	✓	x	
	pronounce correctly								
	structure correctly								
	pronounce correctly								
	structure correctly								
	pronounce correctly								
	structure correctly								
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## Assessment and Feedback

1. Find out whether the pupils have reached targeted outcomes analysing the checklist.
2. Determine the percentage of the pupils who are at insufficient level and more advanced:
  - ✓ If the number of the pupils having difficulty in activity is high (more than 70%),
    - have the pupils listen to the expressions pronounced or structured incorrectly twice and tell these expressions again,
    - slow the pace of lesson down,
    - group the pupils according to their needs,
    - choose the pairs who can help each other,

\*For example, you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.

    - give the pupils differentiated tasks,
    - vary speaking activities focusing on common mistakes and considering the pupils' needs.
  - ✓ If the number of the pupils having difficulty in activity is low (less than 30%),
    - practise with the pupils who need help focusing on individual mistakes,
    - differentiate listening activities considering the pupils' needs,
    - give extra tasks to the pupils implementing the activity successfully to challenge them,
    - support the ones who need to be improved with low floor high ceiling tasks.

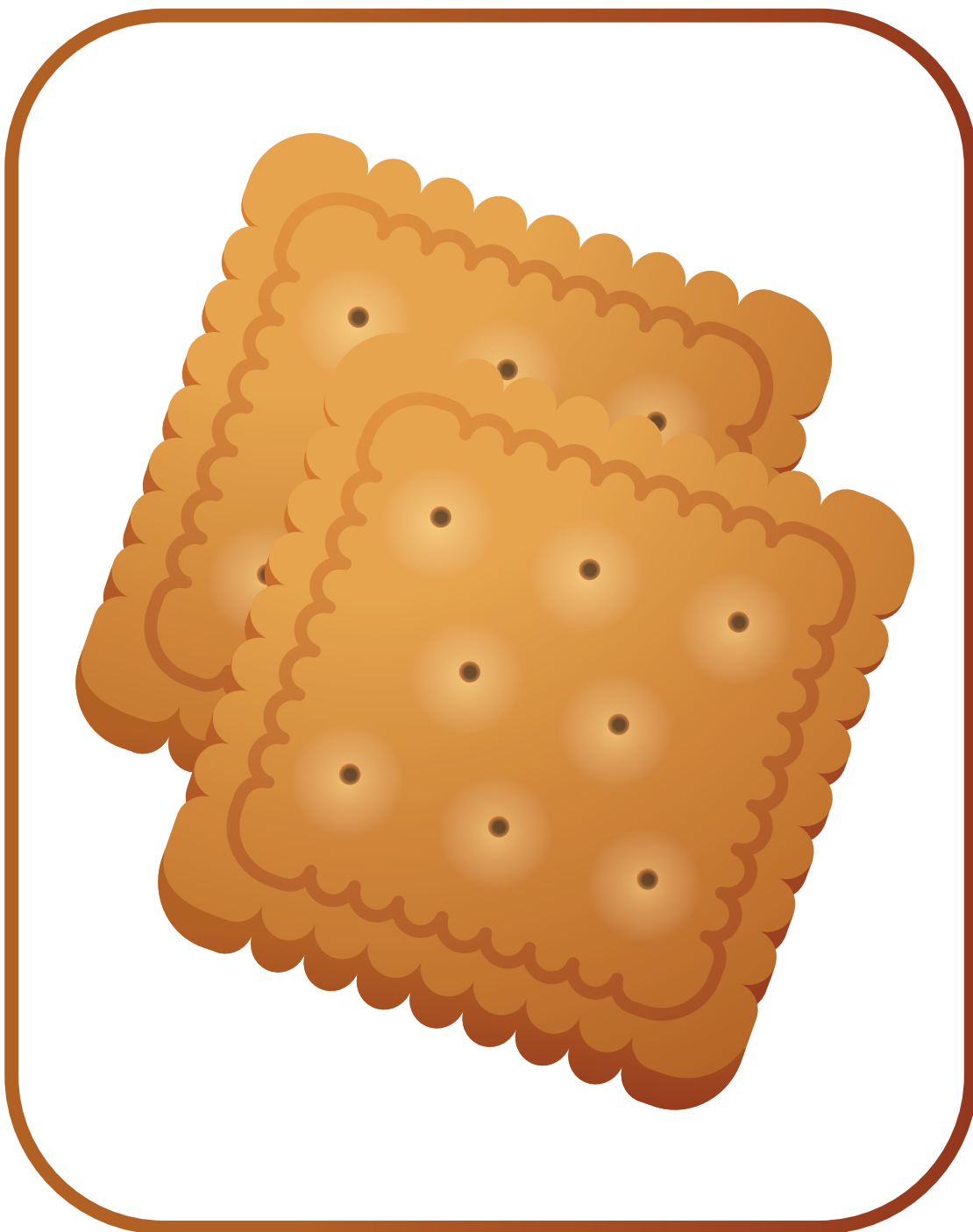
- Considering your classroom conditions, you may integrate one, more than one or all the implementations above into your course.
- You may keep assessment sheets for each pupil's portfolio in order to get the educational evidence on the pupil's learning progress and achievement. You may evaluate coursework quality as well.
- You may copy the observation checklist and deliver it to the pupils. The pupils may keep the checklists for their own portfolios in order to take more ownership and responsibility over the learning process.

*\*To give effective and appropriate feedback to your pupils, examine 'How is Effective Feedback Given?' section on pages 2-3.*



**FLASHCARDS**















































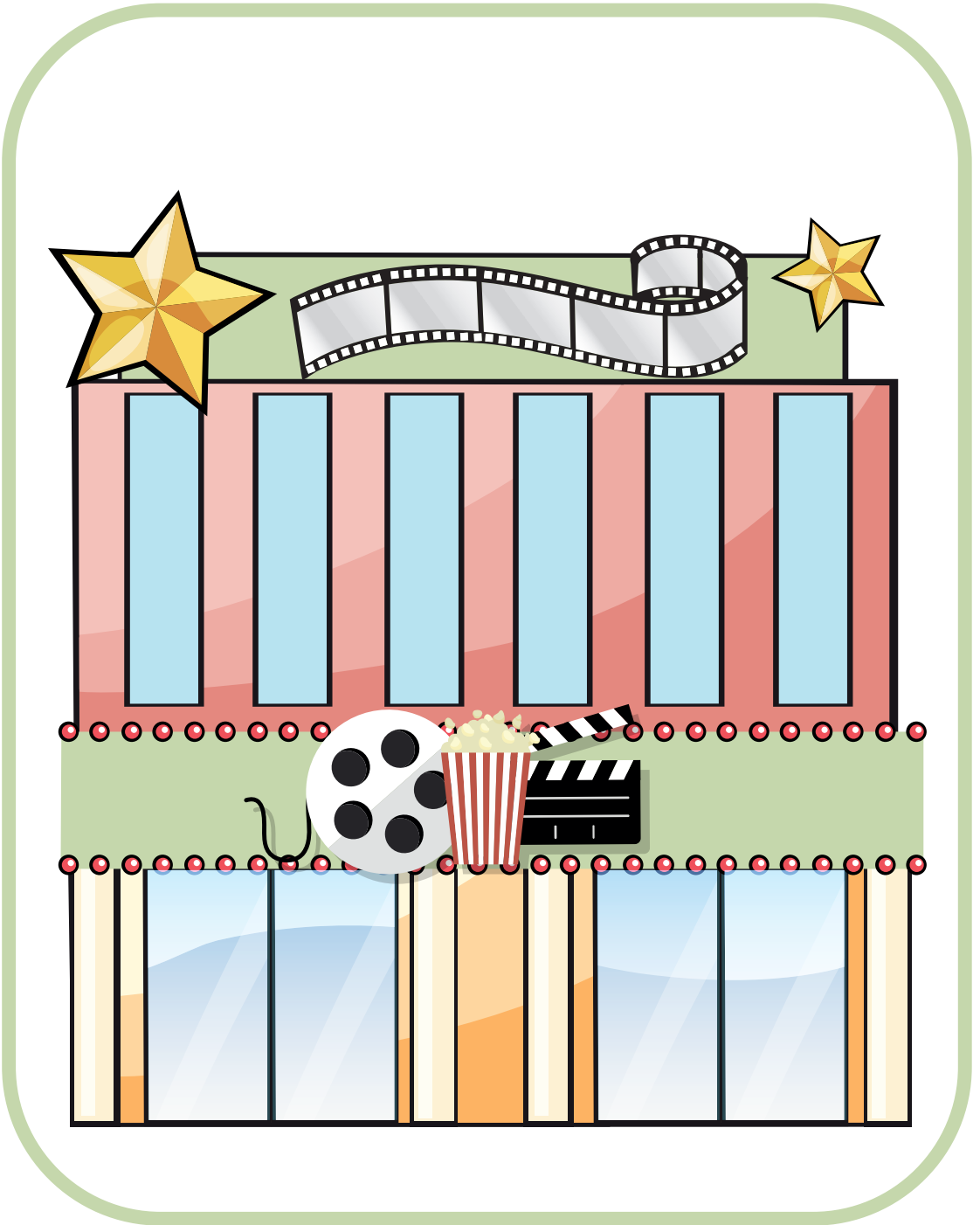




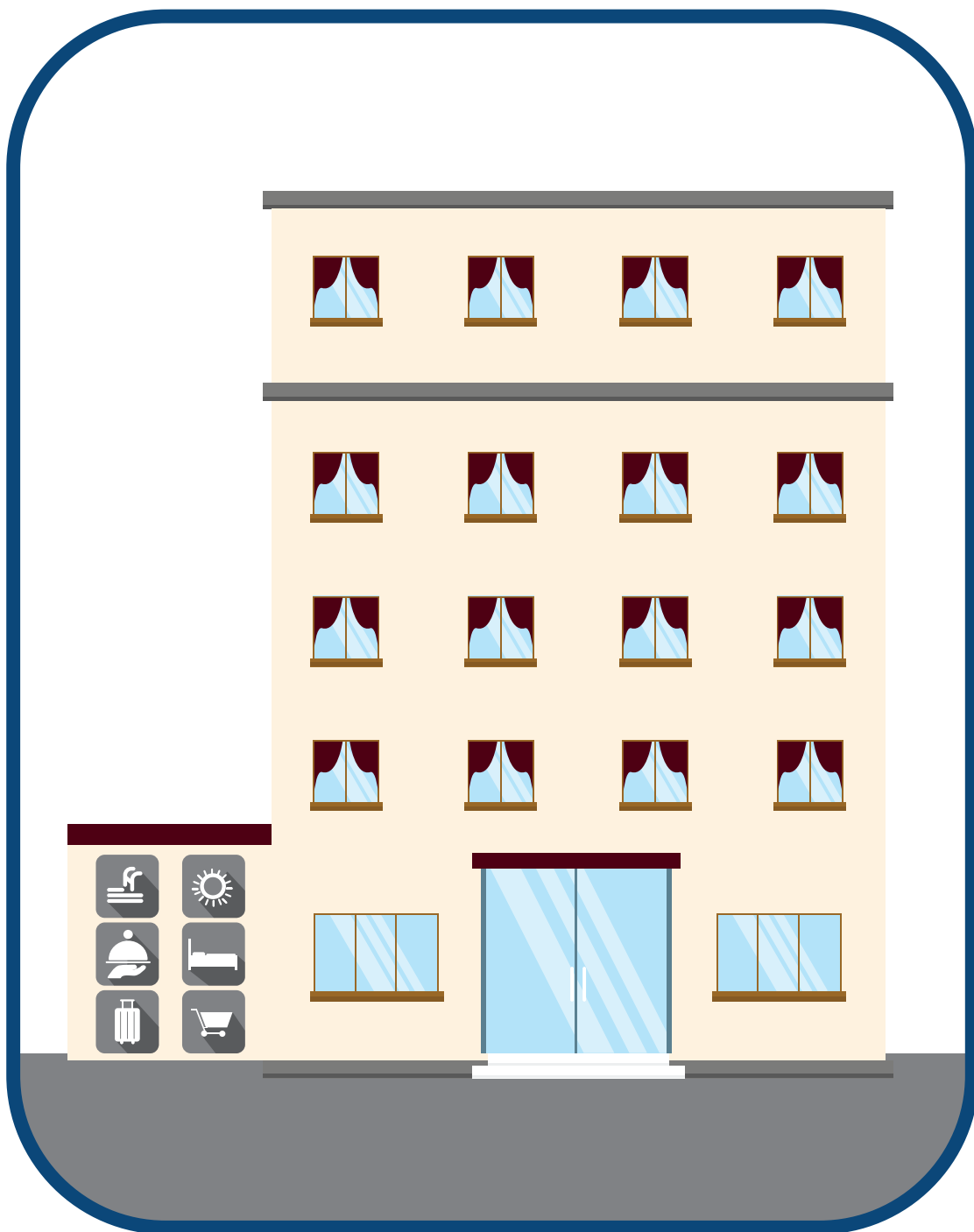






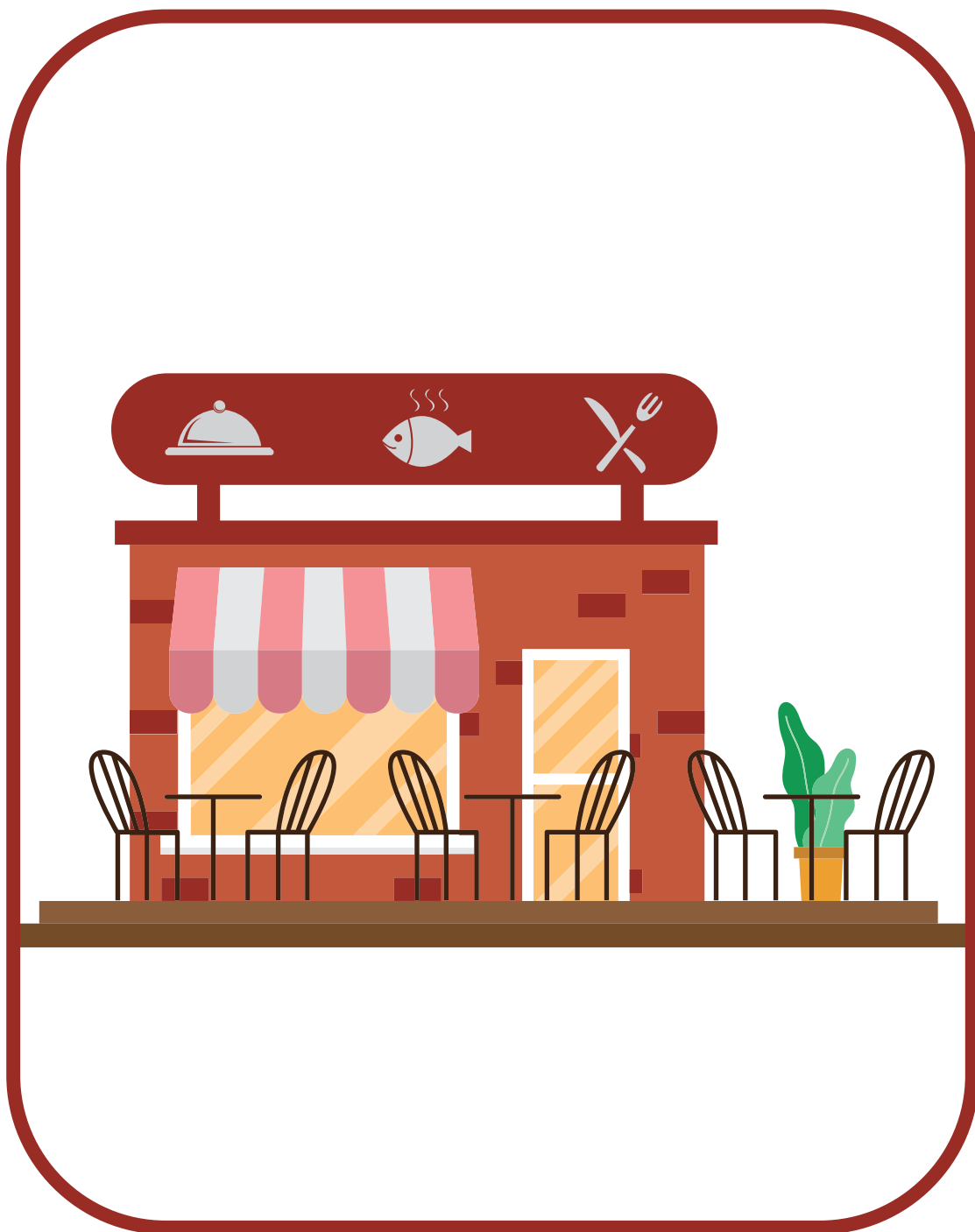




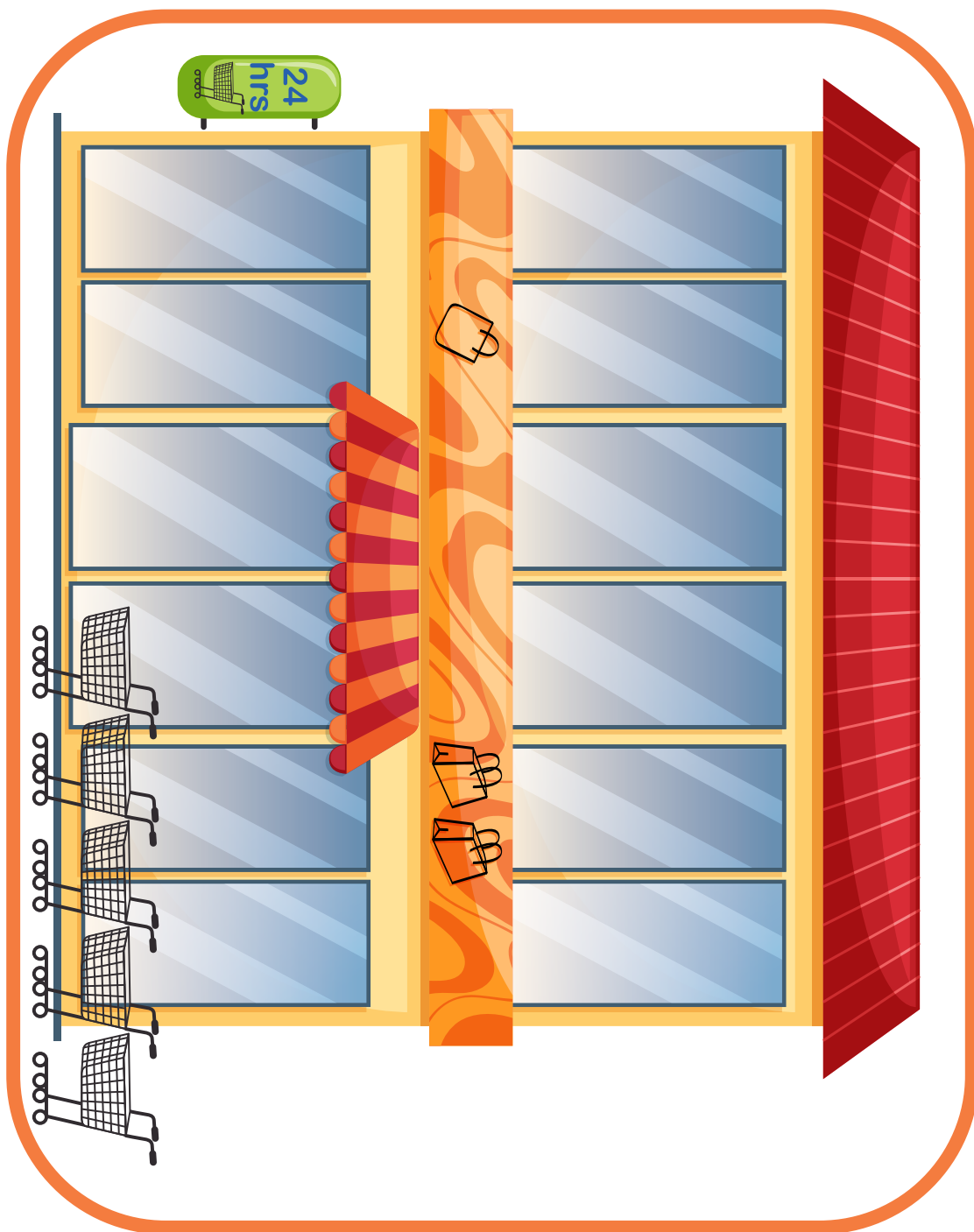
















Clap







Jump







Run







Swim





Walk





Flap





















Dance







Jump





Kick a ball





Play basketball





Play tennis







Run







Sing a song





Walk



## USEFUL RESOURCES

- An article with teaching tips about assessment for Learning  
<https://www.theguardian.com/teacher-network/teacher-blog/2013/aug/29/assessment-for-learningeffective-classroom>
- Very useful information about formative assessment, formative assessment techniques and activities can be found on  
<https://odsgm.meb.gov.tr/www/okul-ve-sinif-tabanli-degerlendirmeye-dayali-ogretmenkapasitesinin-guclendirilmesi-calismasi/icerik/554>
- Five alternative assessment ideas for language classes  
<https://busyteacher.org/20358-5-alternativeassessments-your-esl-classroom.html>
- A wide range of activities and articles that introduce assessment ideas that can be adapted  
<https://www.edutopia.org/assessment-guide-activities>
- Very useful tips and tricks for making assessment a continuous practice in language classes  
[https:// busyteacher.org/21271-continuous-assessment-esl-eight-reasons-using.html](https://busyteacher.org/21271-continuous-assessment-esl-eight-reasons-using.html)
- A free online course by the British Council about assessment in TEFL which is quite comprehensive and provides further helpful information  
<https://www.futurelearn.com/courses/language-assessment>
- What are 21st century skills?  
<https://blog.kamiapp.com/characteristics-of-21st-century-learners/>
- Giving feedback to language learners  
[https://www.cambridge.org/gb/files/4415/8594/0876/Giving\\_Feedback\\_minipaper\\_ONLINE.pdf](https://www.cambridge.org/gb/files/4415/8594/0876/Giving_Feedback_minipaper_ONLINE.pdf)
- Supporting language learning through formative assessment-Teacher education through school-based support in India  
[https://www.open.edu/openlearncreate/pluginfile.php/161373/mod\\_resource/content/2/SE13\\_WB\\_Final.pdf](https://www.open.edu/openlearncreate/pluginfile.php/161373/mod_resource/content/2/SE13_WB_Final.pdf)

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