ADVENTURES OF ZURY

BACK TO SCHOOL

SÜREÇ DEĞERLENDİRMEYE YÖNELİK ETKİNLİK KİTABI

ÖĞRETMEN KILAVUZU

ilkokul ingilizce

4. Sınıf



Scan it

for Zury's song

ADVENTURES OF ZURY
IN LONDON

SÜREÇ DEĞERLENDİRMEYE YÖNELİK ETKİNLİK KİTABI

ÖĞRETMEN KILAVUZU



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,
Medeniyyet 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 İlâhî, 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 cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan 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

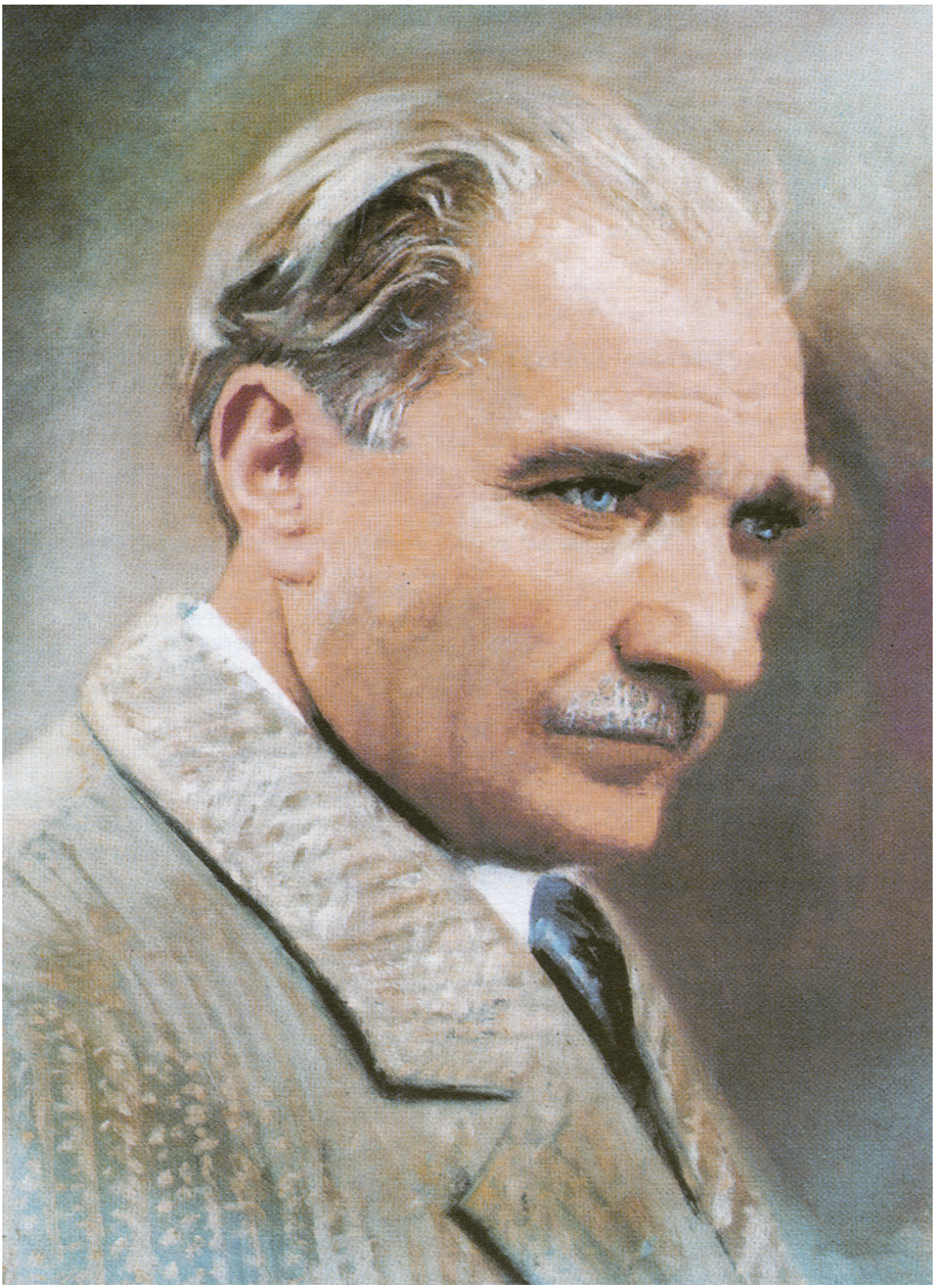
GENÇLİĞE HİTABE

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 namüsait 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



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 fourth-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 students' 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.

What is Formative Assessment?

Encouraging active participation of the students, collaboration with the 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 (McMillian, 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 the 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.

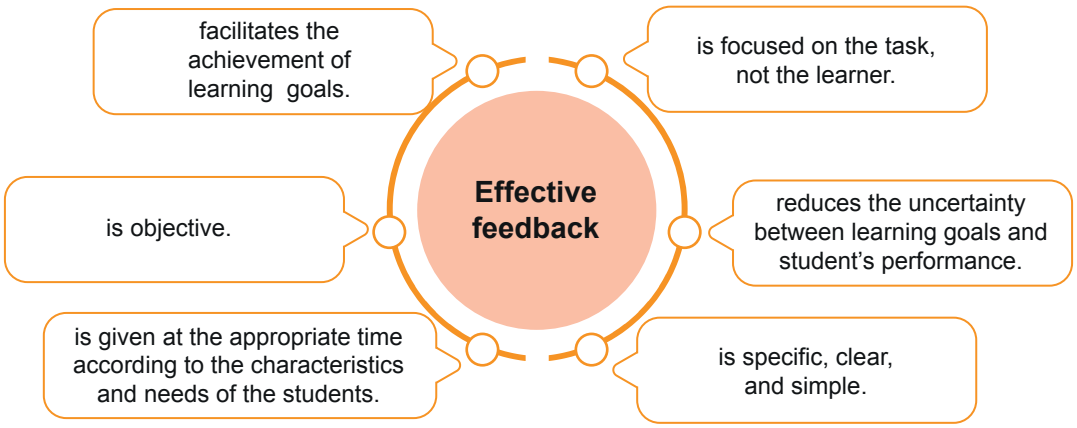
When is Formative Assessment Used?

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?
› Canan, you are a good listener! You listened and circled the words; "a kangaroo, a panda and a zebra." correctly.	✓ encourages the achievement of learners.
› Kuzey, your performance is great! You should listen and repeat only "hockey and tennis" again. Try to pronounce these words correctly.	✓ is specific and simple.
› Gamze and Rıdvan, your dialouge is very nice. You speak a little bit fast. It would be great to speak more slowly.	✓ is certain and clear.
› Füsun, I liked the way you speak. I think, you can speak aloud, we can hear you better.	✓ is focused on the task.
Ineffective Feedback	**Why ineffective?**
› Good job!	✗ is unclear.
› This answer is incorrect!	✗ is focused on finding mistakes.
› You are better than your friends!	✗ compares students to others.
› You are a good student!	✗ is focused on the learner.
› Your performance is very bad. Do the activities again!	✗ is in the form of punishment.

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).

<table>
<tr><td colspan="3">SELF-ASSESSMENT</td></tr>
<tr><td colspan="3">helps students take responsibility for assessing their learning outcomes.</td></tr>
<tr><td rowspan="6">Why?</td><td colspan="2">› to provide an opportunity for self-reflection</td></tr>
<tr><td colspan="2">› to identify strengths and weaknesses</td></tr>
<tr><td colspan="2">› to enable autonomous learning</td></tr>
<tr><td colspan="2">› to give constructive/useful/purposeful/immediate feedback</td></tr>
<tr><td colspan="2">› to increase self-awareness</td></tr>
<tr><td colspan="2">› to improve critical thinking and self-regulation skills</td></tr>
<tr><td rowspan="4">How?</td><td rowspan="4">Via</td><td>› to support creativity and problem-solving skills</td></tr>
<tr><td>› self-assessment forms</td></tr>
<tr><td>› prompt questions</td></tr>
<tr><td>› open-ended questions</td></tr>
<tr><td>› interviews</td></tr>
</table>

PEER ASSESSMENT		
helps students collaborate effectively in groups by critiquing their peers' progress as well as providing feedback.		
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		
helps both teachers and students see collectively students' progress, effort, and achievement.		
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 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	✓ start with simple and quick formative assessment activities, ✓ use formative assessment activities as a warm-up or ice-breakers, then you may plan main and closing activities, ✓ try to integrate these activities as classroom routines, ✓ encourage your students to work in pairs or in groups to share responsibilities, ✓ check the useful sites/resources section in this book or do more research about formative assessment.
Having crowded classrooms	✓ share responsibility with your students, ✓ encourage self-assessment and peer assessment, ✓ observe a few different students each time for some activities, ✓ check assessment tools beforehand, ✓ examine the assessment criteria in advance, ✓ adapt the activities and assessment tools in accordance with your classroom conditions, ✓ do activities in groups.
Encountering with technical problems	✓ have plan B (e.g., if needed adapt the materials for using in classroom environment with/without using technological devices), ✓ in case of infrastructural problems, be prepared beforehand, ✓ check the required materials beforehand, ✓ cooperate with school management.
Having unmotivated learners	✓ lessen pressure and anxiety of grading on the students using formative assessment tools, ✓ plan teaching and assessing together, you may reduce your workload and increase the quality of teaching, ✓ shape your teaching continuously and learning happens by itself, ✓ if possible, cooperate with your colleagues.

Activity Icons

Listen



Speak



Check your answers



Check your friends' answers



Check your answers with your teacher



Open your book on page 167



Activity Icons



Colour


Draw


Draw lines



Make a circle



Number


Put a tick


Put a cross



Stick



Write down

***Before applying the activities in student book, make sure that all the students examine the activity icons to be familiar with them.*

Unit 1
CLASSROOM RULES

Classroom rules

Classroom rules

Listening A

Scan it

Tapescript 1.1

Function: Telling someone what to do

Learning Outcome: Students will be able to recognize simple classroom instructions.

Expected Time: 30’

Preparation: Play ***Tapescript 1.1.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury411**. Be sure that the listening text is heard clearly by your students.

Classroom rules

Listening A

Tapescript 1.1

Zury and his classmates discuss classroom rules and decide which ones to follow. Listen and number the rules you hear! Follow the example. Two of the rules are extra.



Classroom rules

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **Who do you think she is? Where is she? What is she doing?**
4. Allow students to use their first language if necessary, but remodel in English:

   This is Mrs Walker. She is in the classroom. Zury and his classmates are talking about classroom rules with her. They are deciding together which ones to follow.
   - While remodelling, avoid giving the correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and number the rules they hear.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Remind students that **two of the rules are extra.**
8. Play **Tapescript 1.1** once for students to **listen and number the rules they hear.**
9. Play **Tapescript 1.1** again for students to **check their answers.**
10. Monitor students and encourage them to complete the exercise.

Classroom rules

Tapescript 1.1

Voice-over: Zury and his classmates discuss classroom rules and decide which ones to follow.

Listen and number the rules you hear! Follow the example. Two of the rules are extra.

Teacher: Hello, students! Welcome back to school.

Class: Thank you, teacher. We missed you so much!

Teacher: You all look healthy and energetic! Great!

Teacher: Ok, then, let's remember our classroom rules. What was our **first rule? Be quiet, please!**

Teacher: Let's write down our classroom rules together. What should I write next?

Class: All right, teacher!

Emily: Listen to the teacher!

Teacher: Yes, sure! It is **rule 2!**

Tom: Raise your hand if you want to speak!

Teacher: Great, that is **rule 3!** Any other ideas?

Nora: Keep your classroom clean!

Teacher: Hmm, good! This is our **rule 4!**

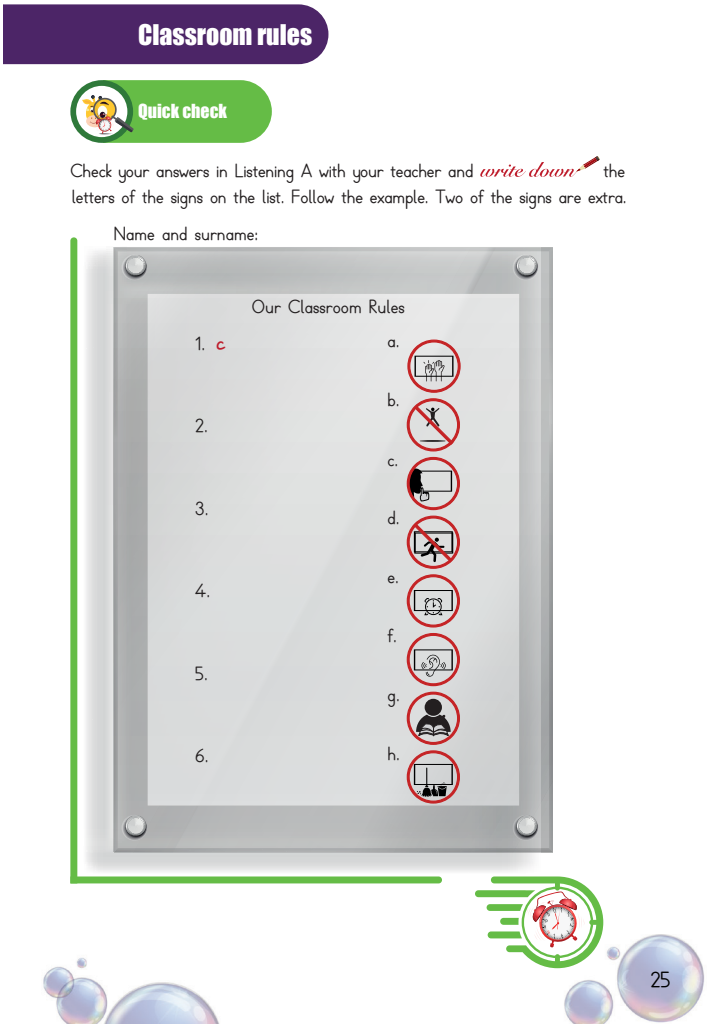
Harry: Come to class on time! Hey, Zury! Write down this rule, please!

Teacher: Excellent, Harry! Our **rule 5** is very important.

Mary: Don't run in the classroom!

Teacher: Ok, great! This is our last rule, **number 6!** Thank you all! Read our new classroom rules carefully, please! Don't forget them!

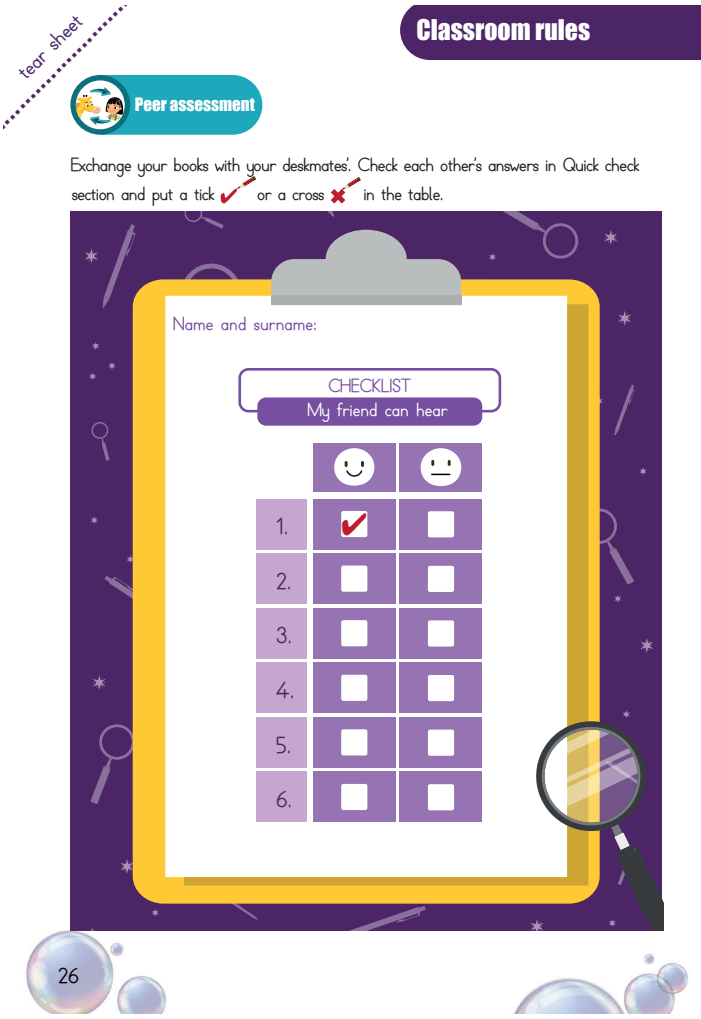
Quick Check



Guidelines for Implementation

1. Give students a few minutes to **review the quick check.**
2. Tell students to **check their answers in Listening A and write down the letters of the signs on the list.**
   - Remind students that **two of the signs are extra.**
3. Demonstrate the activity with the example and make sure that students understand what is required in the quick check.
4. Show students the correct answers in sequence either by writing them on the board or using a projector, smart board, book etc.
5. Monitor students for each answer, you may fill in the checklist according to students' answers if you want.

Peer Assesment



Guidelines for Implementation

1. Give students a few minutes to review **the peer assessment section.**
2. Remind students to **write their names in the given space.**
3. Ask students to **exchange their books with their deskmates'.**
4. Tell students to **put a tick under the happy smiley if their deskmates' answers are correct and put a tick under the straight-faced smiley if their deskmates' answers are incorrect.**
5. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
6. Then, show students correct answers either by writing them on the board or using a projector, smart board, book etc.
7. Students check their friends' answers on their own, **using Listening A as a reference.**
8. Monitor students, encourage them to complete the peer assessment forms in 10-15 minutes.
9. Ask students to **take their books back and review their friends' check.**
10. Remind students to have a look at "Time to think about my work today" section and colour one icon in each line.

Assessment and Feedback

1. Encourage students to **discuss their answers using prompt questions** such as:
   - How many **correct rules** do you have?
   - Who heard **"Be quiet!/Come to class on time!/Don't run in the classroom!/Keep your classroom clean!/Listen to the teacher!/Raise your hand if you want to speak!"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **hearing and recognizing simple classroom instructions** and those who have reached the class aim (i.e., now can **recognize all or almost all of the simple classroom instructions**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 1.1 once again.**
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

***** 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).

Classroom rules

Listening B

Tapescript 1.2 Scan it

Function: Asking for permission

Learning Outcome: Students will be able to understand short and clear utterances about permission.

Expected Time: 30’

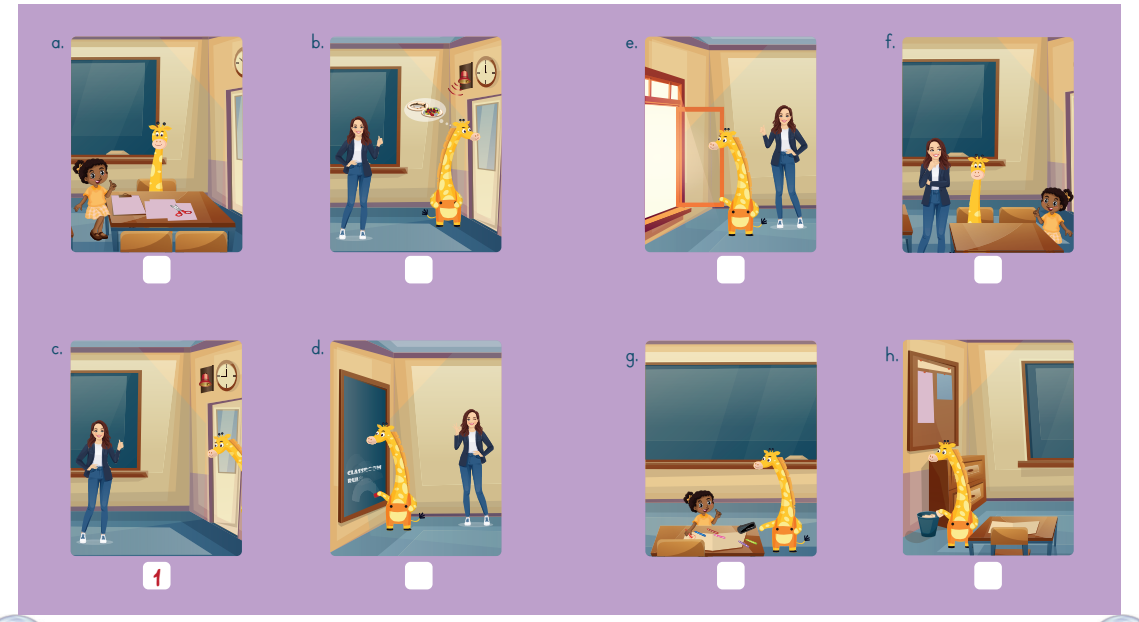
Preparation: Play ***Tapescript 1.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury412**. Be sure that the listening text is heard clearly by your students.

Listening B

Tapescript 1.2

Zury and his friends work on an activity in pairs.

Listen to the dialogue and number 1 the pictures. Follow the example. Two of the pictures are extra.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **Where are they? What are they doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his friends are in the classroom. They are working on an activity in pairs.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen to the dialogue and number the pictures.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Remind students that **two of the pictures are extra.**
8. Play **Tapescript 1.2** once for students to **listen to the dialogue and number the pictures they hear.**
9. Play **Tapescript 1.2** again for students to **check their answers.**
10. Monitor students and encourage them to complete the exercise.

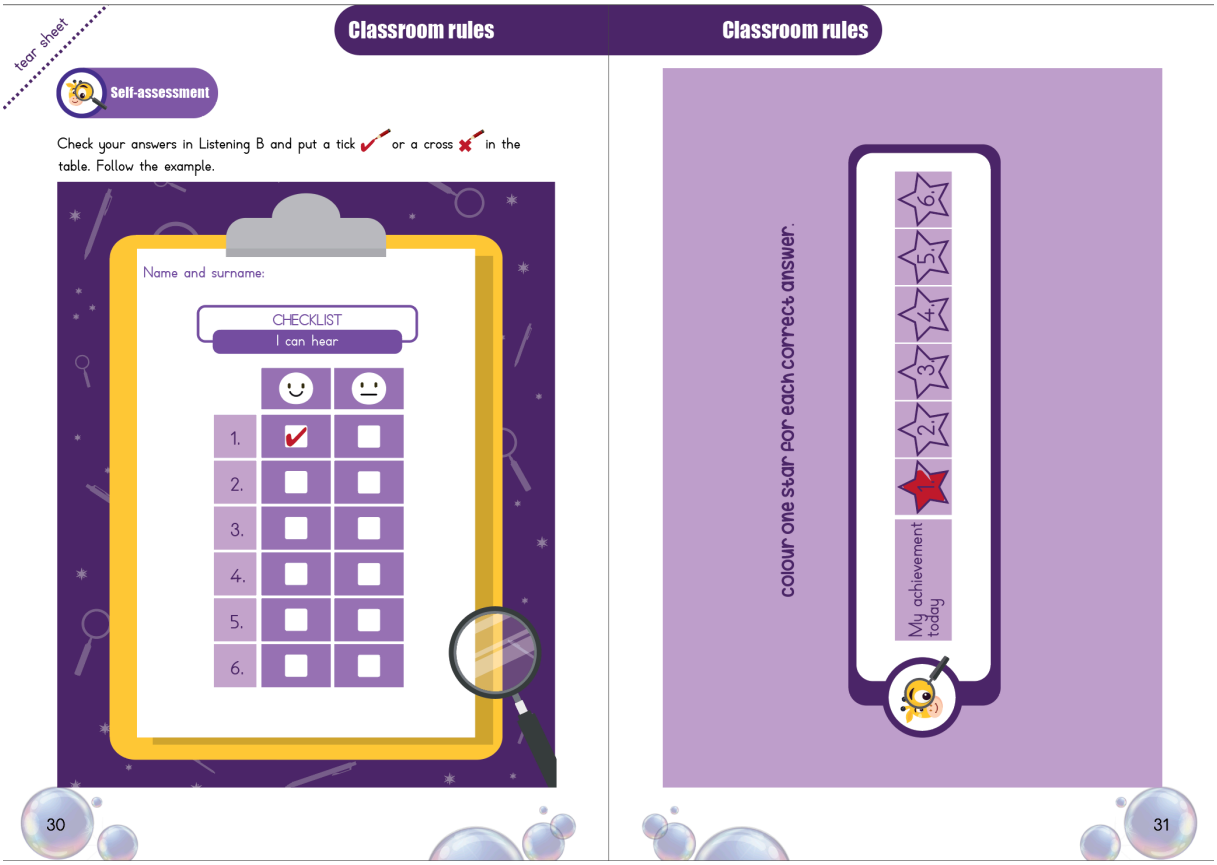
Tapescript 1.2

Voice-over: Zury and his classmates work on an activity in pairs in class.

Listen to the dialogues and number the pictures. Follow the example. Two of the pictures are extra.

1. **Teacher:** Good morning, class!
   Class: Good morning, teacher!
   Teacher: Let's remember our last lesson.
   Zury: I am sorry, I am late, Mrs Walker. **May I come in?**
   Teacher: Yes, sure, have a seat, please.
2. **Zury:** I have no deskmate, Mrs Walker.
   Nora: Mrs Walker, I am alone, too. **May I sit next to Zury?**
   Teacher: Sure, that is a good idea!
3. **Nora:** Zury, **can I have your scissors?**
   Zury: Sorry, not right now. I need them.
4. **Zury:** It is very hot in here, Mrs Walker! **May I open the window?**
   Teacher: Of course, Zury!
5. **Zury:** Oh! My pencil case is empty. **Can I take your crayons?**
   Nora: Sorry, not now, but I'll give them to you in five minutes.
6. **Zury: Mrs Walker, may I have a lunch break?**
   Teacher: Yes, sure, Zury. Oh, it is already break time. Enjoy your lunch!

Self-Assessment



Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Give students a few minutes to review the self-assessment section.
3. Tell students to **compare their answers with the correct ones. Put a tick under the happy smiley if their answer is correct, and put a tick under the straight-faced smiley if their answer is incorrect.**
4. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
5. Then, show students correct answers either by writing them on the board or using a projector, smart board, book etc.
6. Ask students to check their answers in the self-assessment section.
7. Remind students to have a look at “My achievement today” section and colour one star for each correct answer.
8. Monitor students, encourage them to complete the self-assessment form in 10-15 minutes.

Assessment and Feedback

1. Encourage students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"May I come in?/May I sit next to Zury?/Can I have your scissors?/May I open the window?/Can I take your crayons/May I have a lunch break?"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **understanding short and clear utterances about permission** and those who have reached the class aim (i.e., now can **understand all or almost all short and clear utterances about permission.**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 1.2 once again.**
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening C

Scan it

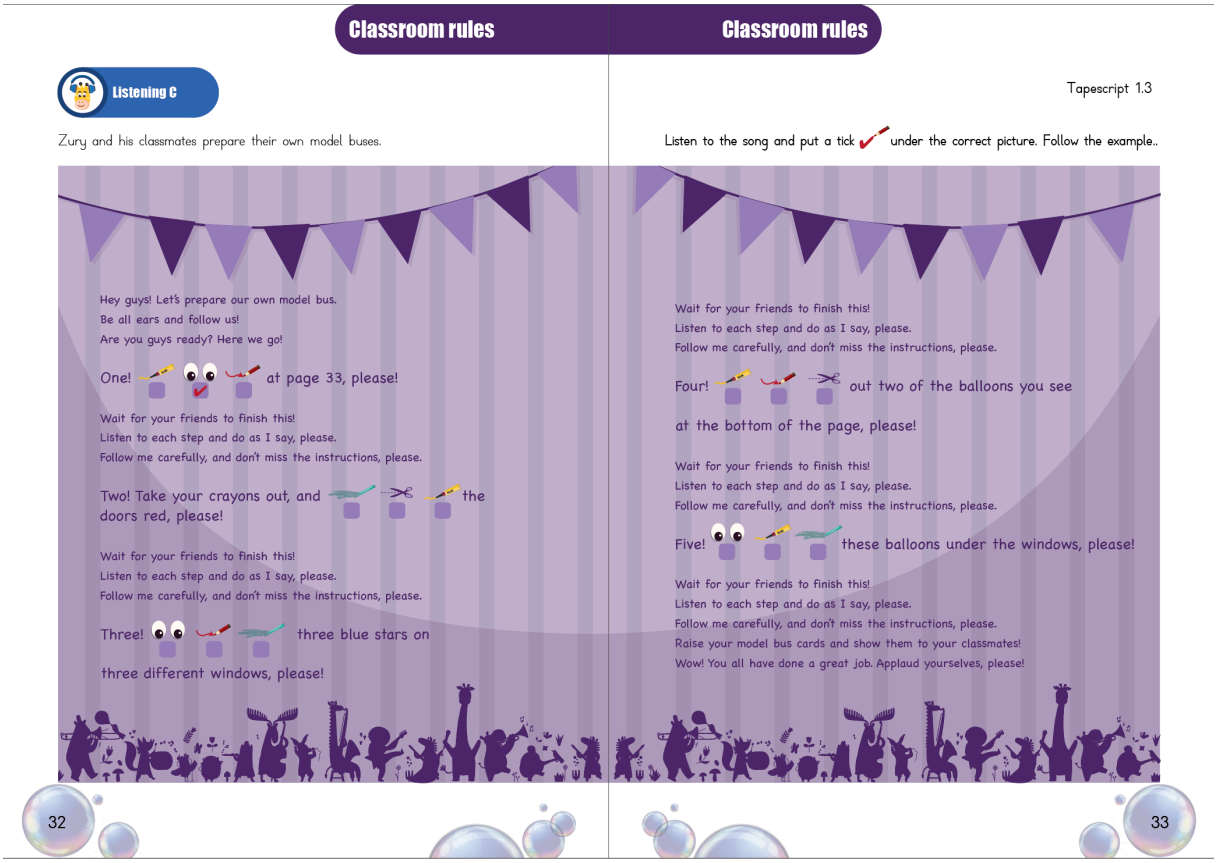
Tapescript 1.3

Function: Telling someone what to do

Learning Outcome: Students will be able to recognize simple classroom instructions.

Expected Time: 30’

Preparation: Play ***Tapescript 1.3.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury413**. Be sure that the listening text is heard clearly by your students.



Classroom rules

Listening C

Zury and his classmates prepare their own model buses.

Hey guys! Let's prepare our own model bus.
Be all ears and follow us!
Are you guys ready? Here we go!

One! at page 33, please!

Wait for your friends to finish this!
Listen to each step and do as I say, please.
Follow me carefully, and don't miss the instructions, please.

Two! Take your crayons out, and the doors red, please!

Wait for your friends to finish this!
Listen to each step and do as I say, please.
Follow me carefully, and don't miss the instructions, please.

Three! three blue stars on three different windows, please!

32

Classroom rules

Tapescript 1.3

Listen to the song and put a tick ✓ under the correct picture. Follow the example..

Wait for your friends to finish this!
Listen to each step and do as I say, please.
Follow me carefully, and don't miss the instructions, please.

Four! out two of the balloons you see at the bottom of the page, please!

Wait for your friends to finish this!
Listen to each step and do as I say, please.
Follow me carefully, and don't miss the instructions, please.

Five! these balloons under the windows, please!

Wait for your friends to finish this!
Listen to each step and do as I say, please.
Follow me carefully, and don't miss the instructions, please.
Raise your model bus cards and show them to your classmates!
Wow! You all have done a great job. Applaud yourselves, please!

33

Classroom rules

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What do you see in the picture? What is it for?**
4. Allow students to use their first language if necessary, but remodel in English:
   There is a song about how to prepare a model bus.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen to the song and put a tick under the correct picture.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 1.3** once for students to **listen to the song and put a tick under the correct picture.**
8. Play **Tapescript 1.3** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 1.3

Voice-over: Zury and his classmates prepare their own model buses.

Listen to the song and put a tick under the correct picture. Follow the example.

Hey guys! Let's prepare our own model bus.

Be all ears and follow us!

Are you guys ready? Here we go!

One! Look at page 33, please!

Wait for your friends to finish this!

Listen to each step and do as I say, please.

Follow me carefully, and don't miss the instructions, please.

Two! Take your crayons out, and colour the doors red, please!

Wait for your friends to finish this!

Listen to each step and do as I say, please.

Follow me carefully, and don't miss the instructions, please.

Three! Draw three blue stars on three different windows, please!

Wait for your friends to finish this!

Listen to each step and do as I say, please.

Follow me carefully, and don't miss the instructions, please.

Four! Cut out two of the balloons you see at the bottom of the page, please!

Wait for your friends to finish this!

Listen to each step and do as I say, please.

Follow me carefully, and don't miss the instructions, please.

Five! Stick these balloons under the windows, please!

Wait for your friends to finish this!

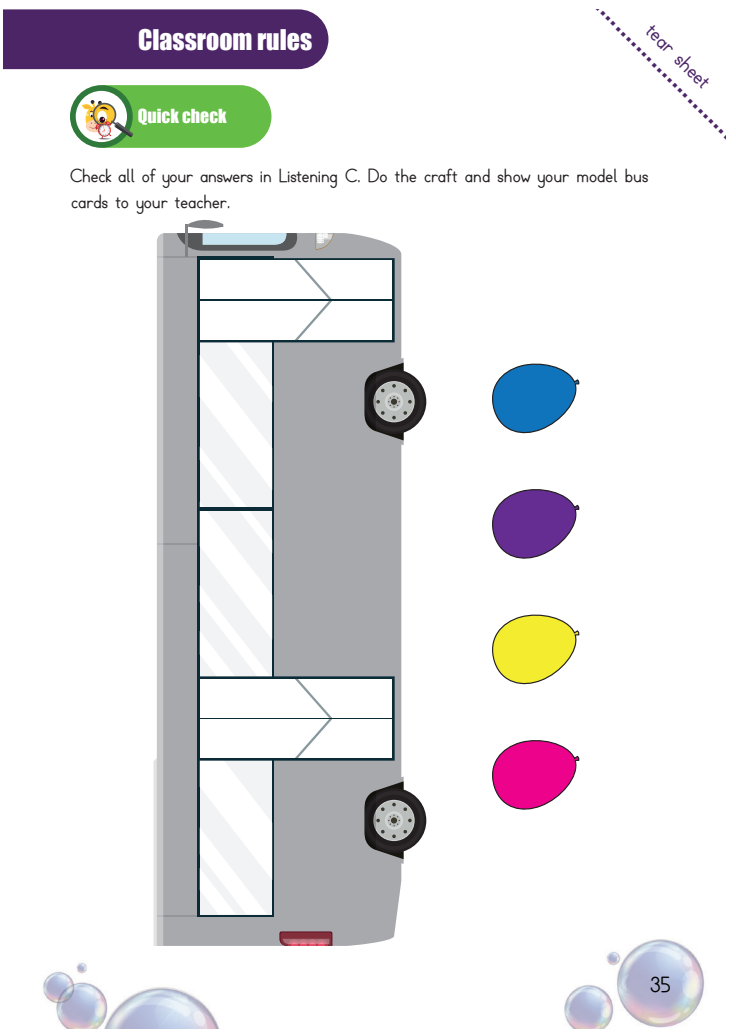
Listen to each step and do as I say, please.

Follow me carefully, and don't miss the instructions, please.

Raise your model bus cards and show them to your classmates!

Wow! You all have done a great job. Applaud yourselves, please!

Quick Check



Guidelines for Implementation

1. Give students a few minutes to **review the quick check.**
2. Tell students to **check their answers in Listening C and do the model bus on page... by following the instructions in listening C.**
3. Give students enough time to prepare their model buses.
4. Tell students to raise their model buses.
5. Demonstrate the activity with an example and make sure that students understand what is required in the quick check.
5. Monitor students for each answer, you may fill in the checklist according to students' answers if you want.
6. Show students the correct answers in sequence either by writing them on the board or using a projector, smart board, book etc.

Classroom rules

Name Surname	Students can hear				NOTES
	Take your crayons out, and colour the doors red, please!	Draw three blue stars on three different windows, please!	Cut out two of the balloons you see at the bottom of the page, please!	Stick these balloons under the windows, please!	
Student A	✓	✓	✗	✓	

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"Look at page 33 please!/Take your crayons out, and colour the doors red, please!/Draw three blue stars on three different windows, please!/Cut out two of the balloons you see at the bottom of the page, please!/Stick these balloons under the windows, please!"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?
2. Identify the percentage/number of the students who still have difficulties in **hearing and recognizing simple classroom instructions** and those who have reached the class aim (i.e., now can **hear and recognize simple classroom instructions.**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 1.3 once again.**
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening D

Scan it

Tapescript 1.4

Function: Naming numbers

Learning Outcome: Students will be able to recognize numbers from one to fifty.

Expected Time: 30'

Preparation: Play ***Tapescript 1.4.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury414**. Be sure that the listening text is heard clearly by your students.

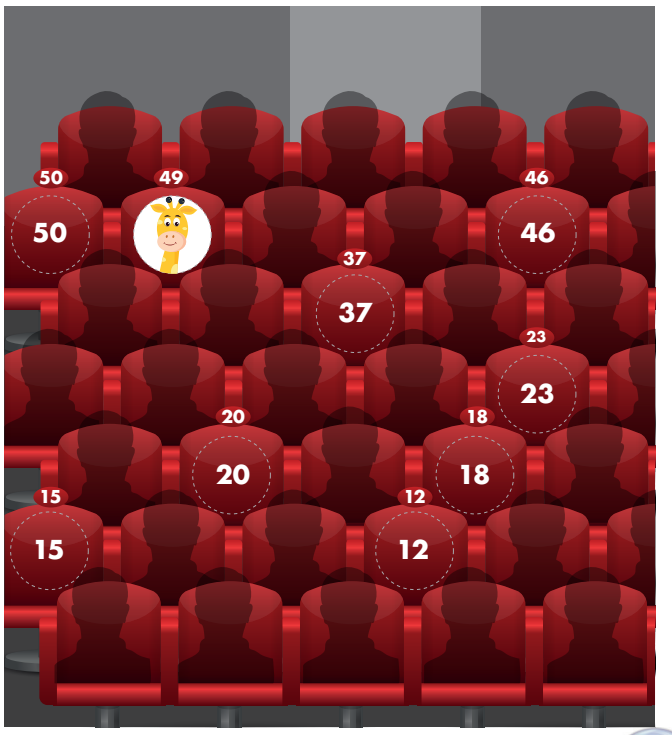
Classroom rules

Listening D

Tapescript 1.4

Zury and his friends are at the theatre. They look at their tickets and try to find their seats. Listen and stick the characters' pictures to the correct seats. Follow the example. Two of the seats are extra.

Go to page 149



Classroom rules

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **Where is Zury? What is he doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury is at the theatre. He is waiting for his friends.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and stick the characters' pictures to the correct seats.**
6. Remind students that **two of the seats are extra.**
7. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
8. Play **Tapescript 1.4** once for students to **listen and stick the characters' pictures to the correct seats.**
9. Play **Tapescript 1.4** again for students to **check their answers.**
10. Monitor students and encourage them to complete the exercise.

Tapescript 1.4

Voice-over: Zury and his friends are at the theatre. They look at their tickets and try to find their seats.

Listen and stick the characters' pictures to the correct seats. Follow the example. Two of the seats are extra.

Announcement: The play begins in five minutes. Please put your phones in flight mode!

Zury: The play is about to start. I can't find my seat.

Nora: Let me have a look at your ticket. Oh, **Zury,** your seat number is **49!**

Zury: Hmm, I have a back-row seat. Is your seat close to mine, **Nora?**

Nora: Yes, it is. 46.

Harry: Hey guys, here are your tickets. **Mary,** your seat number is **37.**

Mary: Thank you so much, Harry!

Harry: Tom, yours is **23.** It is right here.

Tom: It is very kind of you! Hey **Jack,** where is your seat?

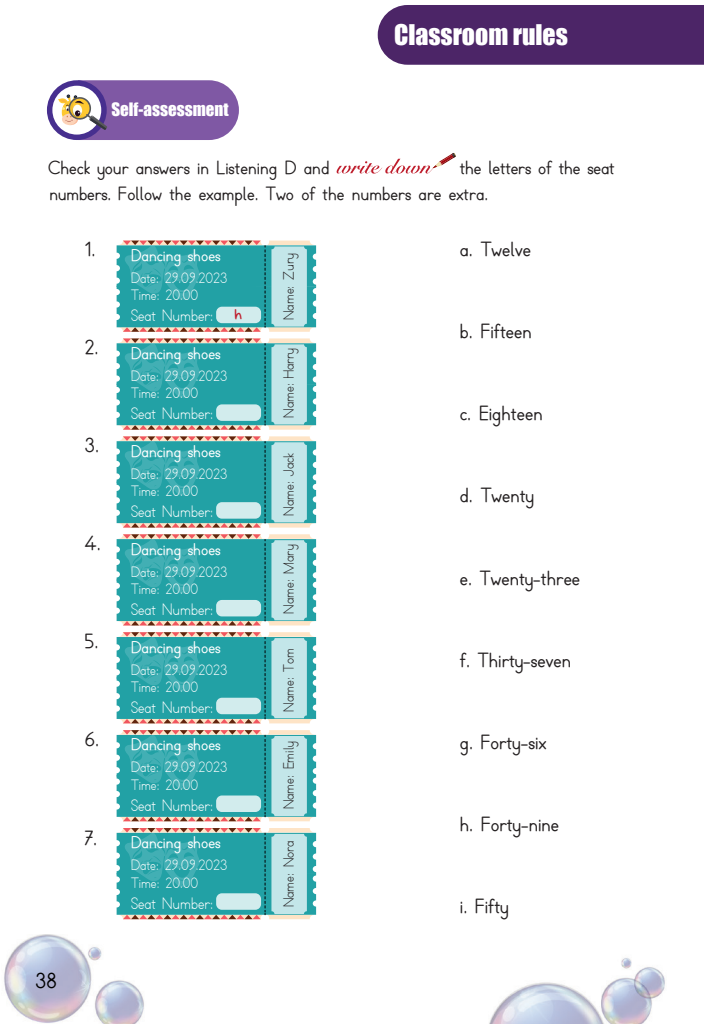
Jack: It is over there, **12.**

Emily: Well, **Harry,** I see just two free seats. Which one is yours?

Harry: 18! And yours is **50, Emily!**

Announcement: Ladies and gentlemen…

Self-Assessment



Guidelines for Implementation

1. Give students a few minutes to review **the self-assessment section.**
2. Tell students to **check their answers in Listening D and write down the letters of the seat numbers.**
3. Remind students that **two of the numbers are extra.**
4. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
5. Then, show students correct answers either by writing them on the board or using a projector, smart board, book etc.
6. Monitor students, encourage them to complete the self-assessment form in 10-15 minutes.

Assessment and Feedback

1. Encourage students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"49/46/37/23/12/18/50"**? Raise your hands.
   - Who heard **"Zury's/Nora's/Mary's/Jack's/Harry's/Emily's seat number"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **recognizing numbers from one to fifty** and those who have reached the class aim (i.e., now can **hear and recognize all or almost all of the numbers from one to fifty.**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 1.4 once again.**
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Classroom rules

Speaking A

Function: Naming numbers

Learning Outcome: Students will be able to count up to fifty.

Expected Time: 40'

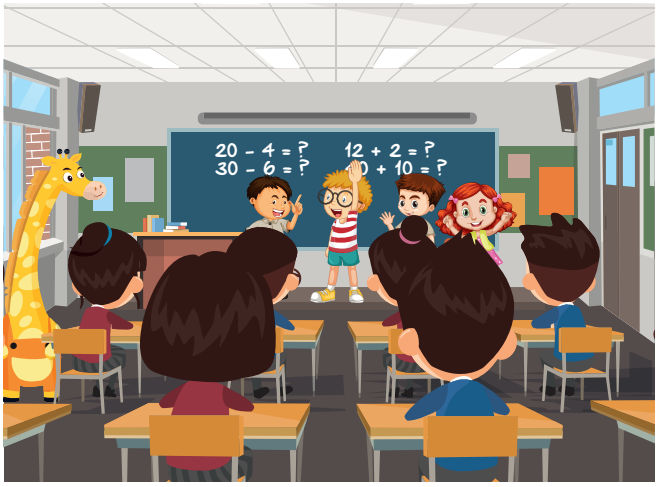
Preparation: Cut out pages 297 and copy them according to the number of the group members for the activity beforehand. You are supposed to divide your classes into groups of four. Copy the group assessment form on page 50 and hand them out to each student. Remind students to check the criteria given in the form beforehand.

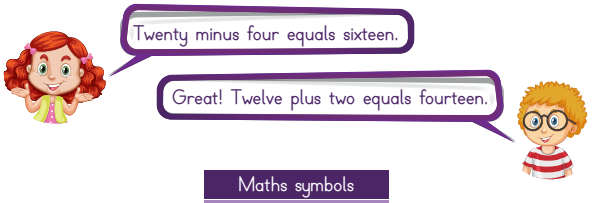
Classroom rules

Speaking A

Zury and his friends do some calculations.

Work in groups and do the calculations. Share your results with the other groups.





Maths symbols
+ Plus
– Minus
= Equal

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and his friends doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his friends are doing some calculations in groups.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. **Divide students into groups of four.**
6. Hand the flashcards out to each group.
   - **Make sure that each group has different calculations. Each group is supposed to do and share different calculations.**
7. **Number students 1 to 4 in each group. Each student is supposed to do her/his calculation considering her/his number.**
8. Tell each group to do the calculations and share their results with the other groups.
   - Give students enough time for the activity.
9. Give students group assessment forms to **fill in by putting ticks or crosses and colour some specific places according to their group members' performances.**
10. Make sure that all the groups have finished all the calculations.
11. Ask all the groups to **share their calculations one after another.**
    - Encourage each group member to take responsibilities equally.
    - During the presentation, the rest of the groups ask questions about the calculations.
    - Check that students understand the instructions well. If necessary, use first language to make instructions more clear.
12. Pick up group assessment forms to evaluate each student's performance in groups.

Activity Tips

- ✓ Allow students time to practise the activity in groups.
- ✓ Set time limits for both preparation and implementation of the activity.
- ✓ Monitor and praise students throughout the activity.
- ✓ Encourage students to assign roles in groups equally and use various expressions.
- ✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **count up to fifty.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Performance Assessment Task

Group Assessment Form for Students

GROUP NAME **Name Surname**				
Criteria **✔:Yes** **✖:No**	**My friends' names**			
1. Uses English during the activity.				
2. Helps or encourages her/his group members.				
3. Finishes her/his work on time.				
4. Does her/his calculations.				
5. Shares her/his results with the other groups.				
6.Listens to her/his group members and the other group members.				
How do you feel about group members' performances?				
Your friends'names				
				
				
				
				

Group Assessment Form for Teacher

Criteria Tick:Yes Cross:No	Groups' names			
1. Works the same amount.				
2. Listens to their group members.				
3. Finishes their work on time.				
4. Does their job.				
5. Shares their works with the other groups.				
6.Uses English during the activity.				
How do you feel about groups' performances?				
Things they do well				
Things they need to work on				
Notes				

Name Surname	Students can	30+20= 50-27= 46-18= 21+17= 15+11= 39-26= 8+25= 42-6=	10+40= 38+15= 41-3= 14+24= 6+20= 50-37= 11+22= 50-14=	45+5= 49-26= 50-22= 11+27= 10+16= 42-29= 28+5= 40-4=	35+15= 42-19= 45-1= 9+29= 3+23= 30-17= 17+16= 39-3=	NOTES
Student A	pronounce correctly	✓	✓	✗	✓	
	recognize numbers					
	pronounce correctly					
	recognize numbers					
	pronounce correctly					
	recognize numbers					
	pronounce correctly					
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	pronounce correctly					
	recognize numbers					

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **counting up to fifty** and those who have reached the class aim (i.e., now can **count up to fifty.**)

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group the students according to their needs (e.g., you can pair the ones pronouncing the letters correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

**To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.*

Speaking B

Functions: Telling someone what to do / Making simple requests

Learning Outcomes: Students will be able to make requests by using simple utterances. Students will be able to give and respond to simple instructions verbally.

Expected Time: 40'

Preparation: Cut out pages 305 and copy them according to the number of the group members for the activity beforehand. You are supposed to divide your classes into groups of four. Copy the group assessment form on page 57 and hand them out to each student. Remind students to check the criteria given in the form beforehand.

Classroom rules

Speaking B

Zury and his classmates do different activities at different stations.

B1: Work in groups. Go to one of the stations as a group in the classroom.
B2: Read, share and follow the instructions there. Do the same at each station.



40

Classroom rules

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and his classmates doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his classmates are doing different activities at different stations.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. **Divide students into groups of four.**
6. Hand the flashcards out to each group at each station.
   - **Make sure that each group has different pictures. Each station is supposed to give and follow different instructions to prepare their own craft.**
7. **Number students 1 to 4 at each station. Each student is supposed to give instruction considering her/his number at her/his station and the rest of the group are supposed to follow this instruction.**
8. Tell students to **read, share and follow the instructions there according to the pictures at their desks.**
   - Give students enough time for the activity.
9. Give students group assessment forms to **fill in by putting ticks or crosses and colour some specific places according to their group members' performances.**
10. Make sure that all the groups have followed all the instructions.
11. Ask all the groups to **read, share and follow the instructions at each station.**
    - Encourage each group member to take responsibilities equally.
    - During the presentation, the rest of the groups ask questions **about the instructions there.**
    - Check that students understand the instructions well. If necessary, use first language to make instructions more clear.
12. Pick up group assessment forms to evaluate each student's performance in groups.

Activity Tips

- ✓ Allow students time to practise the activity in groups.
- ✓ Set time limits for both preparation and implementation of the activity.
- ✓ Monitor and praise students throughout the activity.
- ✓ Encourage students to assign roles in groups equally and use various expressions.
- ✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **give and respond to simple instructions verbally.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Classroom rules

Performance Assessment Task

Group Assessment Form for Students

GROUP NAME **Name Surname**				
Criteria **✔:Yes** **✖:No**	**My friends' names**			
1. Uses English during the activity.				
2. Helps or encourages her/his group members.				
3. Finishes her/his work on time.				
4. Does her/his calculations.				
5. Shares her/his works with the other groups.				
6.Listens to her/his group members and the other group members.				
How do you feel about group members' performances?				
Your friends'names				
				
				
				
				

Group Assessment Form for Teacher

Criteria Tick:Yes Cross:No	Groups' names			
1. Works the same amount.				
2. Listens to their group members.				
3. Finishes their work on time.				
4. Does their job.				
5. Shares their works with the other groups.				
6.Uses English during the activity.				
How do you feel about groups' performances?				
Things they do well				
Things they need to work on				
Notes				

Classroom rules

Name Surname	Students can	Write your name	Trace the flower	Colour the flower	Cut the flower	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					

Name Surname	Students can					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					
	pronounce correctly					
	structure correctly					

Classroom rules

Name Surname	Students can					NOTES
Student A	pronounce correctly	✓	✓	✗	✓	
	structure correctly					
	pronounce correctly					
	structure correctly					
	pronounce correctly					
	structure correctly					
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	structure correctly					

Name Surname	Students can					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					
	pronounce correctly					
	structure correctly					

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **giving and responding to simple instructions verbally** and those who have reached the class aim (i.e., now can **give and respond to simple instructions verbally.**)

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group the students according to their needs (e.g., you can pair the ones pronouncing the letters correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

**To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.*

Classroom rules

Unit 2
NATIONALITY

Listening A

Scan it

Tapescript 2.1
A.1

Function: Identifying countries and nationalities

Learning Outcome: Students will be able to identify different people's nationalities.

Expected Time: 30'

Preparation: Play ***Tapescript 2.1.A1*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury421A1**. Be sure that the listening text is heard clearly by your students.

Nationality

Listening A

It is the "International Students' Day" at Zury's school. Zury joins an online meeting and introduces his foreign friends to his classmates.

A. Britain B. France C. Germany D. Italy E. Japan

Nationality

Tapescript 2.1
A.1

A1: Listen and *write down* the letters of the countries in the correct boxes. Follow the example. Two of the countries are extra.

F. South Africa G. Spain H. The USA I. Türkiye



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What do you see in the picture? What are they doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   It is an online meeting. Zury introduces his foreign friends to his classmates.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and write down the letters of the countries in the correct boxes.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Remind students that **two of the countries are extra!**
8. Play **Tapescript 2.1/A1** once for students to **listen and write down the letters of the countries in the correct boxes.**
9. Play **Tapescript 2.1/A1** again for students to **check their answers.**
10. Monitor students and encourage them to complete the exercise.

Tapescript 2.1.A.1

Voice-over: It's "International Students' Day" at Zury's school. Zury joins an online meeting and introduces his foreign friends to his classmates.

A1.Listen and write down the letters of the countries in the correct boxes. Follow the example. Two of the countries are extra!

Zury: Hello, guys! My foreign friends are here. They will now introduce themselves.

All kids: Hi, guys!

Zury: Well, you all know **I come from South Africa.** Let's get to know my friends better.

Oliver-British: Hello, I am Oliver. I am fourteen. I am a student. **I am from Britain.**

Alp-Türkiye: Hi, everybody! This is Alp. I am ten years old. **Greetings from Türkiye.**

Sara-Spain: Wow! You look so energetic! My name is Sara. I am fifteen. **I am from Spain.**

Lucas-Germany: Hello, all! Lucas here. I am fourteen years old. **With love, from Germany.**

Bella-France: Hi, everybody! My name is Bella, I am fifteen years old. **I am from France.**

Yoko-Japan: What a lovely class! I am Yoko, **from Japan.** I am ten years old. It is great meeting you all, guys!

Listening A

Scan it

Tapescript 2.1
A.2

Function: Identifying countries and nationalities

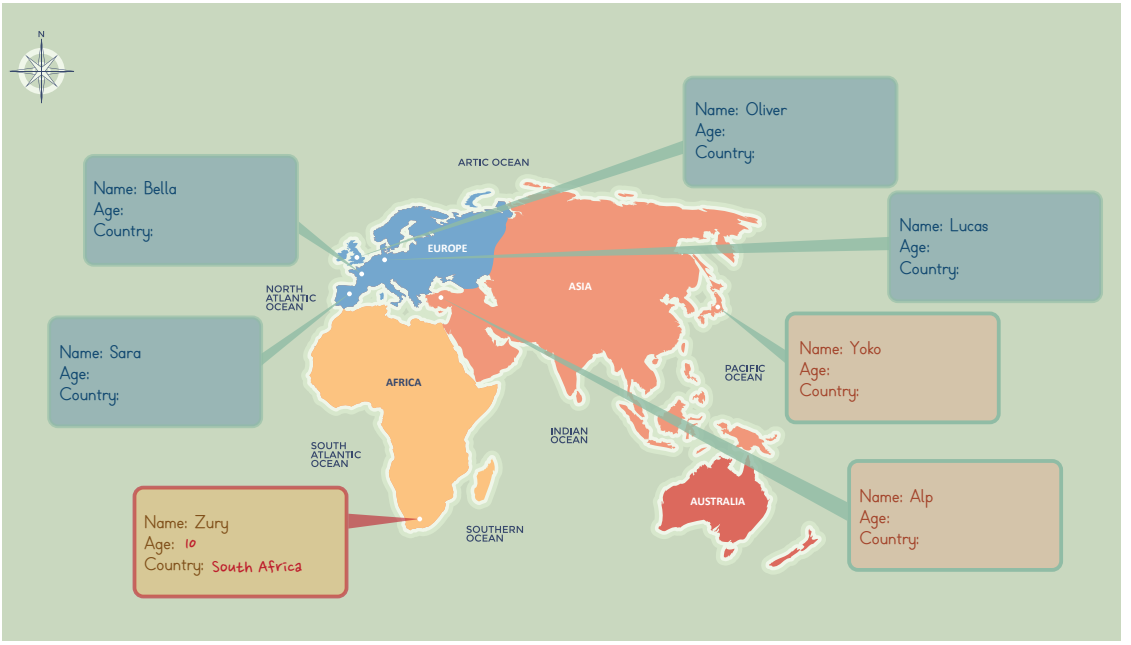
Learning Outcome: Students will be able to identify different people's nationalities.

Expected Time: 30'

Preparation: Play ***Tapescript 2.1.A.2*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury421A2**. Be sure that the listening text is heard clearly by your students.

A2: Listen to Tapescript 2.1 again and *write down* the ages of the characters and countries correctly. Follow the example.

Tapescript 2.1
A.2



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What do you see in the picture?**
4. Allow students to use their first language if necessary, but remodel in English:
   It is a world map.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen to tapescript 2.1/A2 and write down the ages and countries of the characters correctly.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Monitor students and encourage them to complete the exercise.

Tapescript 2.1.A.2

Voice-over: It's "International Students' Day" at Zury's school. Zury joins an online meeting and introduces his foreign friends to his classmates.

A2.Listen to Tapescript 2.1 again and write down the ages and countries of the characters correctly. Follow the example.

Zury: Hello, guys! My foreign friends are here. They will now introduce themselves.

All kids: Hi, guys!

Zury: Well, you all know **I come from South Africa.** Let's get to know my friends better.

Oliver-British: Hello, I am Oliver. I am fourteen. I am a student. **I am from Britain.**

Alp-Türkiye: Hi, everybody! This is Alp. I am ten years old. **Greetings from Türkiye.**

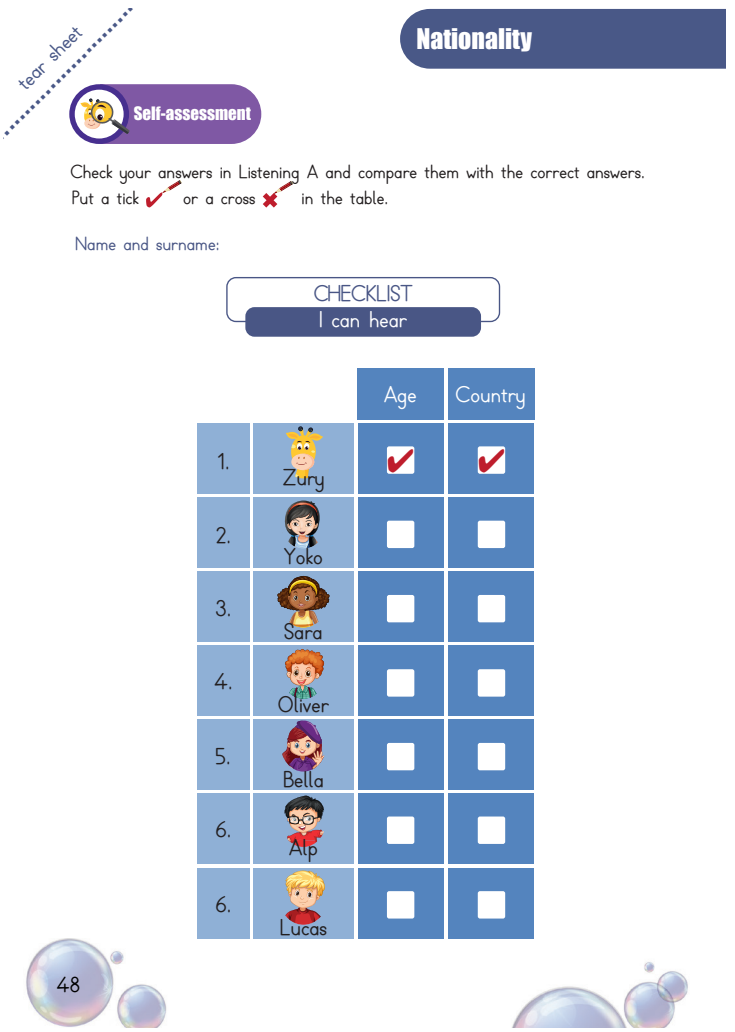
Sara-Spain: Wow! You look so energetic! My name is Sara. I am fifteen. **I am from Spain.**

Lucas-Germany: Hello, all! Lucas here. I am fourteen years old. **With love, from Germany.**

Bella-France: Hi, everybody! My name is Bella, I am fifteen years old. **I am from France.**

Yoko-Japan: What a lovely class! I am Yoko, **from Japan.** I am ten years old. It is great meeting you all, guys!

Self-Assessment



Guidelines for Implementation

1. Give students a few minutes to review **the self-assessment section.**
2. Tell students to **check their answers in Listening A and compare them with the correct answers.**
3. Remind students to **write their names in the given space.**
4. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
5. Then, show students correct answers either by writing them on the board or using a projector, smart board, book etc.
6. Monitor students, encourage them to complete the self-assessment form in 10-15 minutes.

Assessment and Feedback

1. Encourage students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"Zury's/Yoko's/Sara's/Oliver's/Bella's/Alp's/Lucas's age"**? Raise your hands.
   - Who heard **"Zury's/Yoko's/Sara's/Oliver's/Bella's/Alp's/Lucas's country"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **identifying countries and nationalities** and those who have reached the class aim (i.e., now can **identify all or almost all countries and nationalities.**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 2.1 once again.**
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Nationality

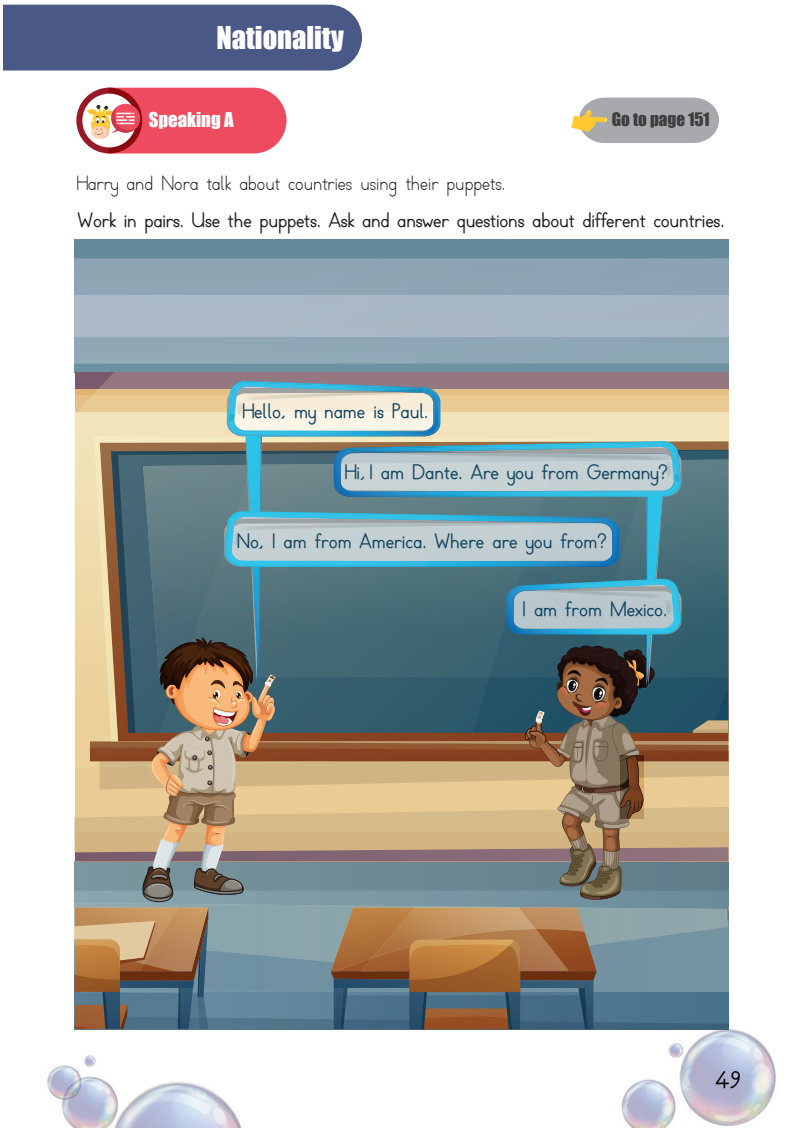
Speaking A

Function: Identifying countries and nationalities.

Learning Outcome: Students will be able to talk about nation and nationalities.

Expected Time: 40’

Preparation:


Nationality

Speaking A

Go to page 151

Harry and Nora talk about countries using their puppets.

Work in pairs. Use the puppets. Ask and answer questions about different countries.

Hello, my name is Paul.

Hi, I am Dante. Are you from Germany?

No, I am from America. Where are you from?

I am from Mexico.

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Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Harry and Nora doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Harry and Nora are talking about countries using their puppets.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **go to page 151 to cut out the puppets and flags and stick the flags to the correct places.**
   - Remind students to **go to page 151 to check how to prepare the puppet.**
   - Give students enough time to prepare the puppet.
6. Ask students to work in pairs and use the puppets and ask and answer questions about different countries.
   - Give students enough time for the activity.
7. Invite one of the confident pairs to model the activity for the rest of the class.
8. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips

✓ Allow students time to practise the activity in pairs.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

✓ Encourage students to assign roles in pairs equally and use various expressions.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **identify countries and nationalities.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	Where are you from?	I am from….	Are you from …….?	No, I am not. No, I am from…. No.	Yes,I am. Yes, I am from… Yes.
Student A	pronounce correctly	✓	✓	✗	✓	✓
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist: Identify the percentage/the number of students who still have difficulties in **identifying countries and nationalities** and those who have reached the class aim (i.e., can **identify countries and nationalities**):

✓ If the number of the students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening B

Scan it

Tapescript 2.2

Function: Identifying countries and nationalities

Learning Outcome: Students will be able to identify different people's nationalities.

Expected Time: 30'

Preparation: Play ***Tapescript 2.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury422** Be sure that the listening text is heard clearly by your students.

Nationality

Listening B

Zury and his friends listen to pieces of tradiotional music from different countries and try to guess their friends' nationalities.



Countries	Nationalities
America	American
China	Chinese
France	French
Germany	German
Iran	Iranian
Iraq	Iraqi
Italy	Italian
Japan	Japanese
Mexico	Mexican
Pakistan	Pakistani
Russia	Russian
Spain	Spanish
Türkiye	Turkish

Tapescript 2.2

Listen to their dialogues and circle the nationality of the foreign students. Follow the example.

	A	B	C
1. Tahmin is	Pakistani	Iranian	Iraqi
2. Diego is	American	Mexican	Spanish
3. Elena is	German	Italian	Russian
4. Shirin is	Iranian	Iraqi	Italian
5. Chen is	Japanese	Chinese	Turkish
6. Verona is	Spanish	French	German

Nationality

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What do you see in the picture? Who do you think they are?**
4. Allow students to use their first language if necessary, but remodel in English:
   There are some children from different countries and different flags.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen to their dialogues and circle the nationality of the foreign students.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 2.2** once for students to **listen and circle the nationality of the foreign students.**
8. Play **Tapescript 2.2** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 2.2

Voice-over: Zury and his friends listen to pieces of traditional music from different countries and try to guess their friends' nationalities.

Listen to their dialogues and circle the nationality of the foreign students. Follow the example!

Mrs Walker: Hello kids, please say welcome our guests. They all are from different countries.

Zury: Wow! Please, tell us more about our new friends!

Mrs Walker: Well Zury! It is time to learn all about their nations! But first, listen to pieces of their traditional music carefully and try to guess their nationalities.

Mary: Well, Mrs. Walker! Is he **Pakistani?**

Mrs Walker: Yes, he is **Pakistani!** His name is **Tahmin!**

Mrs Walker: Who is next? Yes, **Diego!** Come here, please!

Nora: Is he American, Mrs. Walker?

Diago: No, I am not! I am **Mexican.**

Mrs Walker: Please, go on, Elena!

Tom: Elena, are you **German?**

Elena: No, I am **Russian.**

Mrs Walker: Now, it is your turn **Shirin!**

Harry: Hey, **Shirin!** Are you **Iranian?**

Shirin: Yes, I am.

Chen: Enjoy our traditional music, everyone!

Jack: You are **Chinese?**

Mrs. Walker: Yes, **Chen** is Chinese!

Verona: Hi, all! I am **Verona.** Let's listen to one of our traditional songs!

Emily: Is this Italian music?

Verona: No, it is not. It is **Spanish.**

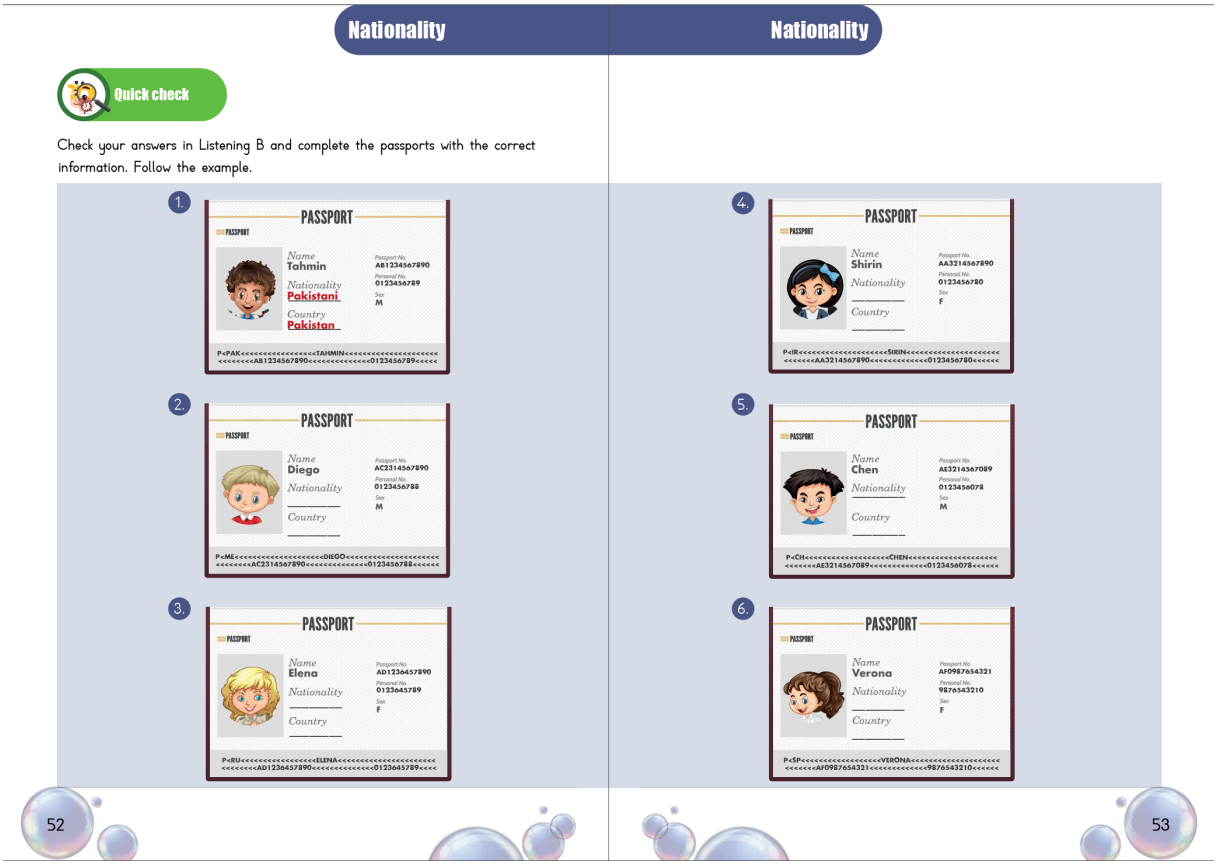
Emily: So, you are Spanish.

Verona: Yes, I am.

Kids: It's nice meeting you all guys!

Mrs Walker: As you can see, differences make us more colourful!

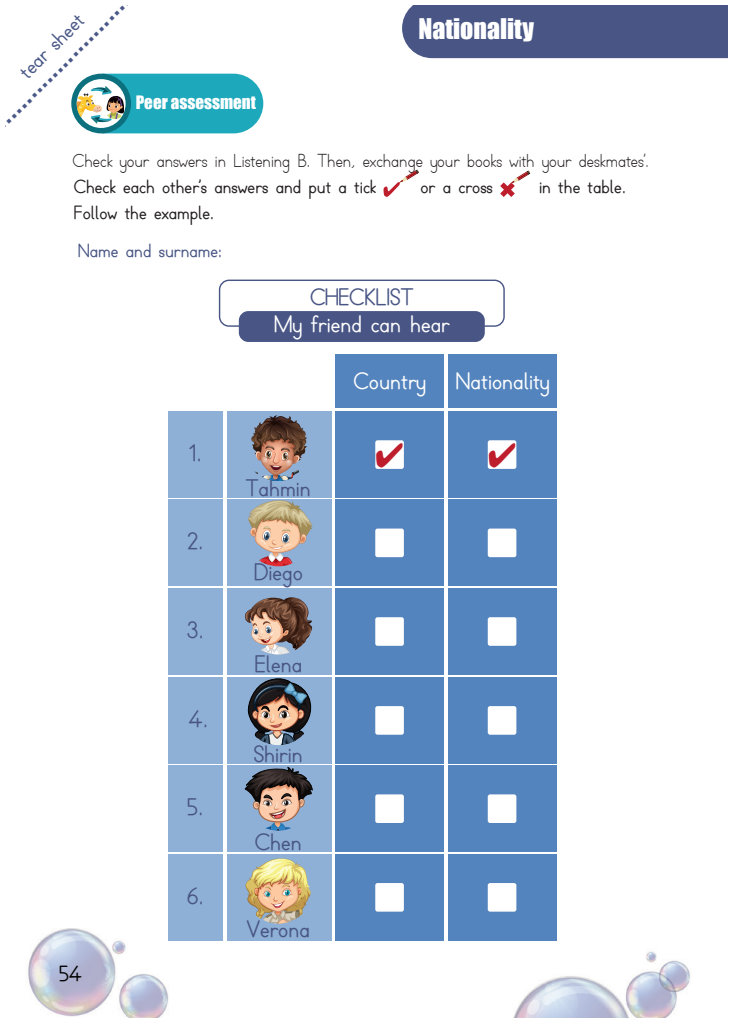
Quick Check



Guidelines for Implementation

1. Give students a few minutes to **review the quick check.**
2. Tell students to **to check their answers in Listening B, and complete the passports with the correct information.**
3. Demonstrate the activity with the first example and make sure that students understand what is required in the quick check.
4. Show students the correct answers in sequence either by writing them on the board or using a projector, smart board, book etc.
5. Monitor students for each answer, you may fill in the checklist according to students' answers if you want.

Peer Assesment



tear sheet

Nationality

Peer assessment

Check your answers in Listening B. Then, exchange your books with your deskmates'. Check each other's answers and put a tick ✔ or a cross ✖ in the table. Follow the example.

Name and surname:

CHECKLIST

My friend can hear

		Country	Nationality
1.	Tahmin	✔	✔
2.	Diego		
3.	Elena		
4.	Shirin		
5.	Chen		
6.	Verona		

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Guidelines for Implementation

1. Give students a few minutes to review **the peer assessment section.**
2. Remind students to **write their names in the given space.**
3. Ask students to **exchange their books with their deskmates'.**
4. Tell students to **check each other's answers and put a tick or cross in the table if their answer is correct, put a tick in the table, if their answer is incorrect, put a cross in the table.**
5. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
6. Then, show students correct answers either by writing them on the board or using a projector, smart board, book etc.
7. Students check their friends' answers on their own, **using Listening B as a reference.**
8. Monitor students, encourage them to complete the peer assessment forms in 10-15 minutes.
9. Ask students to **take their books back and review their friends' check.**

Assessment and Feedback

1. Encourage students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"Tahmin's /Diego's/Elena's/ Shirin's/Chen's/ Verona's country"**? Raise your hands.
   - Who heard **"Tahmin's /Diego's/Elena's/ Shirin's/Chen's/ Verona's nationality"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **identifying different people's nationalities** and those who have reached the class aim (i.e., now can **identify all or almost all of the different people's nationalities**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 2.2 once again.**
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

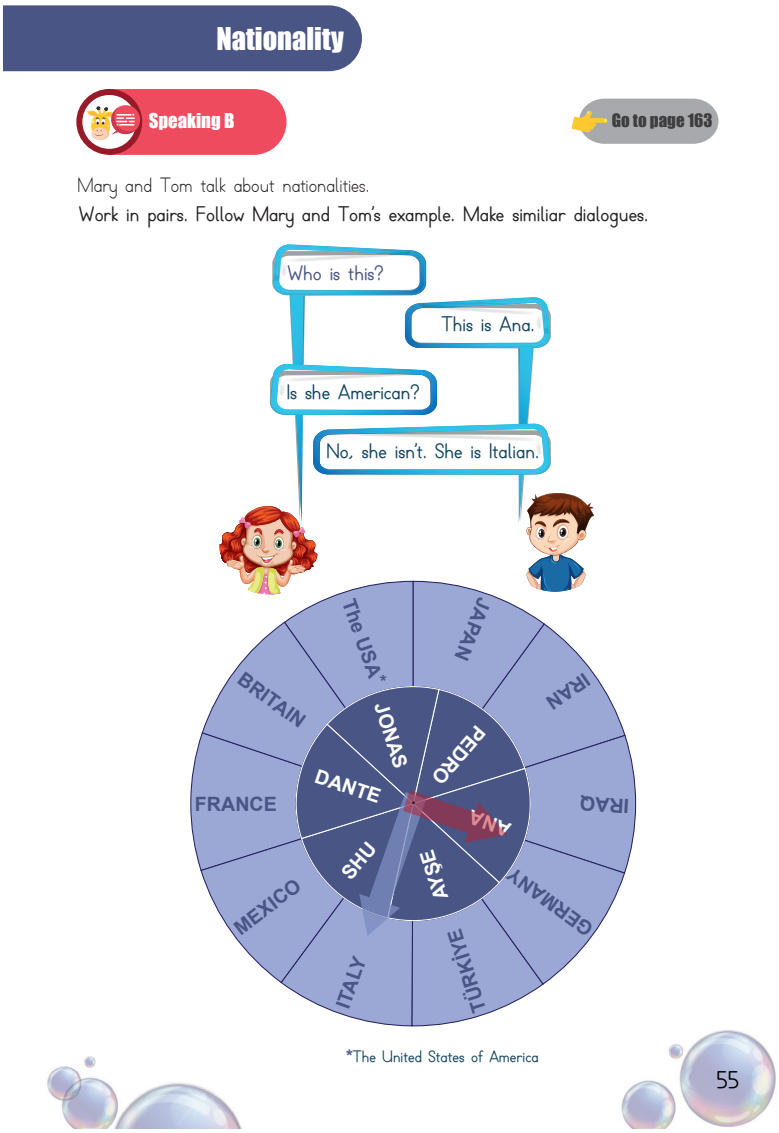
Speaking B

Function: Identifying countries and nationalities

Learning Outcome: Students will be able to talk about nation and nationalities.

Expected Time: 40’

Preparation: Ask students to bring their **scissors and drawing pin** for the activity beforehand.



Nationality

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Mary and Tom talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Mary and Tom are talking about nationalities.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell student to **go to page 163 to cut out the spin wheel.**
   - Remind students **to go to page 163 to check how to prepare the spin wheel.**
   - Give students enough time to prepare the spin wheel.
6. Tell students to **work in pairs.**
7. Ask students to **follow Mary and Tom' example and make similar dialogues.**
   - Grup A students ask the name of the character and her/his nationality, Group B students spin the wheel and answer questions according to the position of the arrows on the spin wheel.
   - Make sure that the pairs take part in the game and swap roles, so they both get a chance to ask and answer.
8. Invite one of the confident pairs to model the activity for the rest of the class.
9. Give students enough time for preparation before making their dialogues.
10. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips

✓ Allow students time to practise the activity in pairs.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

✓ Encourage students to assign roles in pairs equally and use various expressions.
*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **talk about nationalities.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Nationality

Name Surname	Students can	Is s/he from...?	Yes, s/he is.	No, s/he isn't. S/he is…	Where is s/he from?	S/he is from...
Student A	pronounce correctly	✓	✓	✓		
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in using the expressions about **identifying countries and nationalities** and those who have reached the class aim (i.e., can **identify countries and nationalities**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking C

Function: Talking about locations of cities

Learning Outcome: Students will be able to talk about locations of cities.

Expected Time: 40'

Preparation: Cut out pages 323 and stick them on different walls in the classroom. Cut out the names of the cities on pages 333 and put them in a box for the activity beforehand.

Speaking C

Harry and his classmates play a game to find the locations of the cities.

Ask and answer questions about the locations of the cities. Follow the example.

C1: Choose a card from the box and check the map in your book. Find where the city is.

C2: Move in that direction on time.

C3: Don't speak at the same time. Wait your turn to ask and answer questions.





Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and his classmates doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his classmates are playing a game to find the locations of the cities.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. **Cut out pages …to prepare flashcards and stick pages …… on different walls in the classroom for the activity beforehand. Cut out the names of the cities on pages.... and put them in a box for the activity beforehand.**
6. Tell students to **choose a card from the box and check the map in their books to find where the city is.**
7. Ask students to **to go to the correct corner on time.**
8. Tell students to **ask and answer questions in turns and not to speak at the same time.**
9. Invite one of the confident pairs to model the activity for the rest of the class.
10. Give students enough time for preparation before making their dialogues.
11. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips

✓ Allow students time to practise the activity in groups.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

✓ Encourage students to assign roles in groups equally and use various expressions.
*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **talk about locations of cities.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	Where is Düzce/ Kastamonu/ Sinop/ Samsun/Ordu/ Giresun?	Where is Erzurum/Kars/ Iğdır/Ağrı/Van/ Bitlis?	Where is Tekirdağ/ Çanakkale/ Balıkesir/ Izmir/ Manisa/Aydın?	Where is Sanlıurfa/ Gaziantep/ Hatay/Mersin/ Antalya/ Adana	It is in the north (of Türkiye).	It is in the east (of Türkiye).	It is in the west (of Türkiye).	It is in south (of Türkiye).
Student A	pronounce correctly	✗	✗	✗	✓	✓	✗	✓	✗
	structure correctly	✗	✓	✓	✓	✓	✗	✓	✓
	pronounce correctly								
	structure correctly								
	pronounce correctly								
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Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in using the expressions about **talking about locations** and those who have reached the class aim (i.e., can **talk about locations of cities**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Unit 3
CARTOON CHARACTERS

Cartoon characters

Listening A

Scan it

Tapescript 3.1

Function: Expressing ability and inability

Learning Outcome: Students will be able to get the main idea of a simple oral text about the abilities of the self and others.

Expected Time: 30'

Preparation: Play **Tapescript 3.1.** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury431**. Be sure that the listening text is heard clearly by your students.

Cartoon characters

Listening A

Tapescript 3.1

Zury and Emily are superheroes in Zury's dream. They talk about what they CAN do or what they CAN'T do on a TV show.

Listen and put a tick ✓ or a cross ✗ in the table. Follow the example.



Scan it for Zury's animation

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and Emily talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and Emily are superheroes in Zury's dream. They are talking about what they can do or what they can't do on a TV show.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and put a tick or a cross in the table.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 3.1** once for students to **listen and put a tick or a cross in the table.**
8. Play **Tapescript 3.1** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 3.1

Voice-over: Zury and Emily are superheroes in Zury's dream. They talk about what they can do or what they can't do on a TV show.

Listen and put a tick or a cross in the table. Follow the example.

Talk show presenter: Ladies and gentlemen, please welcome our superheroes, Zury and Emily!

Zury: Hi, everybody! It's great to be here!

Emily: Nice to see you all here!

Talk show presenter: Thank you so much for coming! Today's topic is abilities. Let's begin with Zury!

Zury: Well, let me share what we can do with you. **Emily and I** can **dive** under the sea.

Emily: Yes, **we can.** I can dive, but **I can't fly.**

Talk show presenter: What about you, **Zury?** Can you **fly?**

Zury: Yes, I can, but **I can't carry heavy things.**

Talk show presenter: Emily?

Emily: Hmm, **I can carry heavy things.**

Talk show presenter: How interesting! Can you **row well, Zury?**

Zury: No, **I can't, but Emily can.**

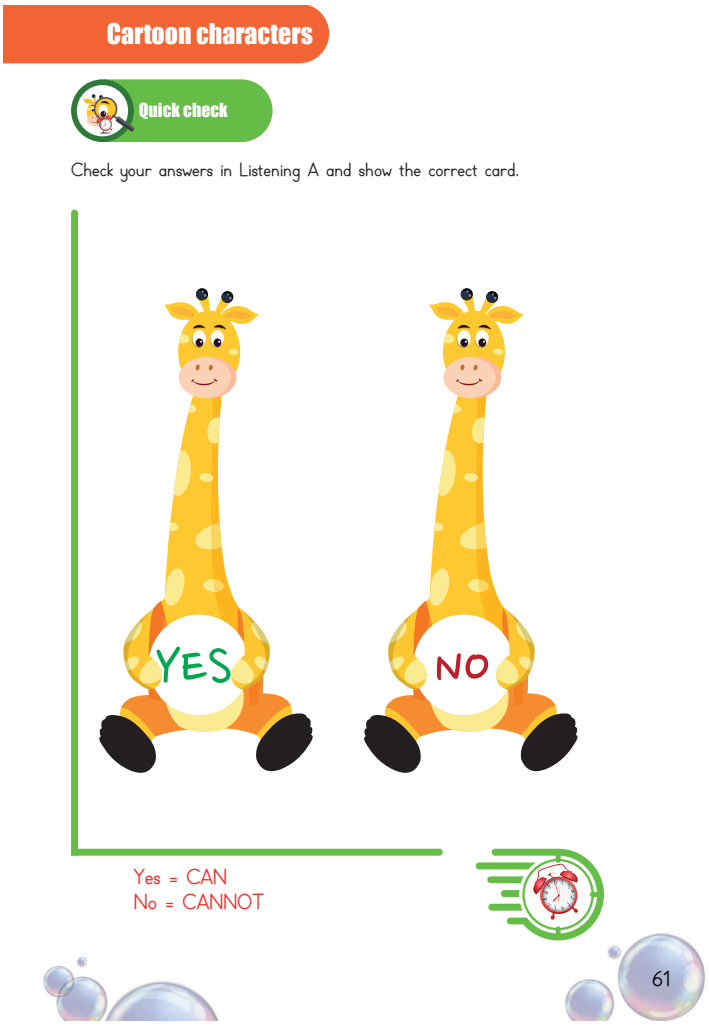
Emily: Oh, that's right, and **we can't catch fish underwater.**

Talk show presenter: Thanks a lot for being with us, guys, and for talking about your abilities. We hope to see you again soon!

Emily: Thank you, Miss Bell! See you!

Zury: Goodbye!

Quick Check



Guidelines for Implementation

1. Give students a few minutes to review **the quick check.**
2. Ask student to **write down "Yes" on one side of paper and "No" on the other side of the same paper.**
   - Remind students that the letters should be in big size.
3. Ask students that **they are supposed to show "yes" card if their answer is positive, and they are supposed to show 'no' card if their answer is negative using Listening A as a reference.**
4. Demonstrate the activity with an example and make sure that students understand what is required in the quick check.
5. Then, Show students correct answers in sequence either writing them on the board or using a projector, smart board, book etc.
6. Monitor students for each answer, you may fill in the checklist according to students' answers if you want.

Name Surname	Students can hear							
	Emily and Zury can dive.	Emily and Zury cannot catch fish under water.	Emily can carry heavy things.	Emily can row well.	Zury cannot row well.	Emily can't fly.	Zury can fly.	Zury can't carry heavy things.
Student A	✓	✓	✗	✗	✓	✓		

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **Zury's abilities and inabilities/Emily's abilities and inabilities?** Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?
2. Identify the percentage/number of the students who still have difficulties in **expressing ability and inability** and those who have reached the class aim (i.e., now can **express ability and inability.**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 3.1 once again.**
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Cartoon characters

Speaking A

Function: Expressing ability and inability

Learning Outcome: Students will be able to deliver a simple, brief speech about abilities with an initial preparation.

Expected Time: 40’

Preparation:



Cartoon characters

Speaking A

Zury and his classmates try to find students who can/cannot do some activities.

Work with your classmates. Ask and answer questions about activities to complete the table.

CAN ✓ CANNOT ✖	FIND SOMEONE			WHO CAN/CANNOT ...				
Your friends' names								Your extra questions and their answers
NOTES:								

Can you paint well, Jack?

Yes, I can.

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**

› Give students some thinking time before talking about things they see in the picture.

3. Prompt students asking questions, e.g. **What are Zury and Jack talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and Jack are talking about what they can/cannot do.

   › While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.

5. Ask students to **work with their classmates and ask and answer questions about what they can/cannot do to complete the table.**
6. Invite one of the confident students to model the activity for the rest of the class.
7. Give students enough time for the activity.
8. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips

- ✓ Allow students time to practise the activity.
- ✓ Set time limits for both preparation and implementation of the activity.
- ✓ Monitor and praise students throughout the activity.
- ✓ Encourage students to assign roles equally and use various expressions.

*Please examine the group evaluation forms.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names in the given spaces.
2. Monitor students and determine whether or not they can **express ability and inability.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	Can you ride a horse?	Can you jump?	Can you carry heavy things?	Can you play the piano?	Can you catch fish?	Can you paint?	Can you take photo?	Yes, I can. Yes.	No, I can't. No.
Student A	pronounce correctly	✗	✗	✗	✓	✓	✗	✓	✗	✗
	structure correctly	✗	✓	✓	✓	✓	✗	✓	✓	✓
	pronounce correctly									
	structure correctly									
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	structure correctly									

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in group assessment forms. Identify the percentage/number of the students who still have difficulties in **expressing ability and inability** and those who have reached the class aim (i.e., can **express ability and inability**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening B

Scan it

Tapescript 3.2
B.1

Function: Talking about possessions

Learning Outcome: Students will be able to recognize possessions of others in a clear, short and slow oral text.

Expected Time: 30'

Preparation: Play ***Tapescript 3.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury432B1**. Be sure that the listening text is heard clearly by your students.

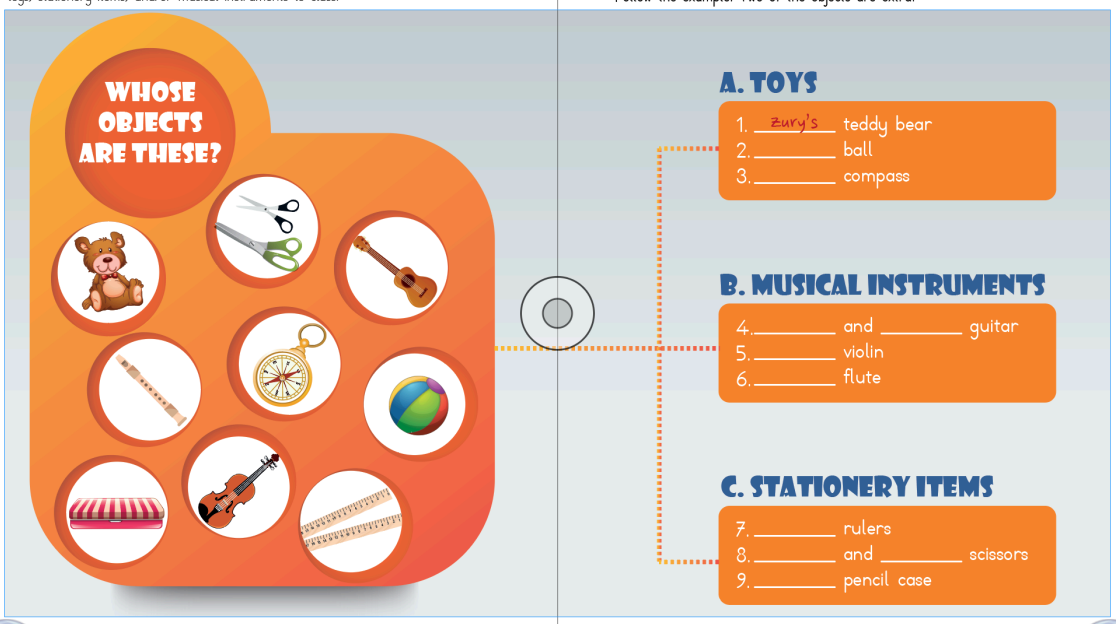
Cartoon characters

Listening B

It is "Show and Tell Day" at Zury's school. Zury and his friends bring their favourite toys, stationery items, and/or musical instruments to class.

Tapescript 3.2
B.1

B1: Listen and *write down* the characters' names in the correct places. Follow the example. Two of the objects are extra!



Cartoon characters

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **Whose objects are these? What are they for?**
4. Allow students to use their first language if necessary, but remodel in English:
   It is "Show and Tell Day" at Zury's school. Zury and his friends bring their favourite toys, stationery items, and/or musical instruments to class.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and write down the characters' names in the correct places.**
   - Remind students that **two of the objects are extra.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 3.2/B1** once for students to **listen and write down the characters' names in the correct places.**
8. Play **Tapescript 3.2/B1** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.
10. Ask students to have a look at "Time to think about my work today" section and colour one icon in each line.

Tapescript 3.2/B1

Voice-over: It's "Show and Tell Day" at Zury's school. Zury and his friends bring their favourite toys, stationery items, and/or musical instruments to class.

B1: Listen and write down the characters' names in the correct places. Follow the example. Two of the objects are extra.

Mrs Walker: You know guys, it is 'Show and Tell Day' today. Let's have a look at what we have!

Jack: Mrs Walker, we have some toys, some stationery items, and a few musical instruments.

Harry: Hurray, can we play with **these toys** together? This teddy bear is so cute! Whose teddy bear is this?

Nora: This is **Zury's teddy bear.**

Emily: Yes, it is his teddy bear. I love **colourful balls.** Whose ball is this, Jack?

Jack: It is **my dog's ball.**

Teacher: Wow! Whose compass is that?

Harry: That is **Tom's compass.**

Teacher: His compass looks interesting!

Mary: Hey, here are **a few musical instruments!**

Zury: Listening to music is really fun! **Whose guitar is that?**

Nora: That is **Mary and Emily's. Their guitar** is fantastic!

Jack: What a nice **violin!** Whose is this?

Mary: This is **Nora's!** I really like **her violin!**

Zury: Have a look at these stationery items! Are these your rulers, **Nora?**

Nora: No, they are not my **rulers. These are Emily's.**

Zury: Her rulers are very big.

Tom: There are two scissors. Are those **scissors Mary's or Jack's?**

Emily: No, they are not Jack's. **They are Harry's and Zury's scissors.**

Jack: Oh, I need a pair of their scissors to cut this sheet.

Cartoon characters

Listening B

Scan it

Tapescript 3.2
B.2

Function: Talking about possessions

Learning Outcome: Students will be able to recognize possessions of others in a clear, short and slow oral text.

Expected Time: 30'

Preparation: Play ***Tapescript 3.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury432B2**. Be sure that the listening text is heard clearly by your students.

Listening B

It is "Show and Tell Day" at Zury's school. Zury and his friends bring their favourite toys, stationery items, and/or musical instruments to class.



Cartoon characters

Tapescript 3.2
B.1

B1: Listen and *write down* the characters' names in the correct places. Follow the example. Two of the objects are extra!

A. TOYS

1. Zury's teddy bear
2. _____ ball
3. _____ compass

B. MUSICAL INSTRUMENTS

4. _____ and _____ guitar
5. _____ violin
6. _____ flute

C. STATIONERY ITEMS

7. _____ rulers
8. _____ and _____ scissors
9. _____ pencil case

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **Which objects do you see in the picture?**
4. Allow students to use their first language if necessary, but remodel in English:
   There are ateddy bear, a colourful ball, a compass, a guitar, a violin, a flute, two rulers, two pairs of scissors and a pencil box.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen to Tapescript 3.2/B2 and complete the sentences.**
   - Remind students that **two of the sentences are extra.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 3.2/B2** once for students to **listen and complete the sentences.**
8. Play **Tapescript 3.2/B2** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.
10. Ask students to write down their names in the given space on page..... and complete the sentences on their own.

Tapescript 3.2/B2

Voice-over: It's "Show and Tell Day" at Zury's school. Zury and his friends bring their favourite toys, stationery items, and/or musical instruments to class.

B2: Listen to Tapescript 3.2 again and complete the sentences. Follow the example. Two of the sentences are extra!

Mrs Walker: You know guys, it is 'Show and Tell Day' today. Let's have a look at what we have!

Jack: Mrs Walker, we have some toys, some stationery items, and a few musical instruments.

Harry: Hurray, can we play with **these toys** together? This teddy bear is so cute! Whose teddy bear is this?

Nora: This is **Zury's teddy bear.**

Emily: Yes, it is his teddy bear. I love **colourful balls.** Whose ball is this, Jack?

Jack: It is **my dog's ball.**

Teacher: Wow! Whose **compass** is that?

Harry: That is **Tom's compass.**

Teacher: His compass looks interesting!

Mary: Hey, here are **a few musical instruments!**

Zury: Listening to music is really fun! **Whose guitar is that?**

Nora: That is **Mary and Emily's. Their guitar** is fantastic!

Jack: What a nice **violin!** Whose is this?

Mary: This is **Nora's!** I really like **her violin!**

Zury: Have a look at these stationery items! Are these your rulers, **Nora?**

Nora: No, they are not my **rulers. These are Emily's.**

Zury: Her rulers are very big.

Tom: There are two scissors. Are those **scissors Mary's or Jack's?**

Emily: No, they are not Jack's. **They are Harry's and Zury's scissors.**

Jack: Oh, I need a pair of their scissors to cut this sheet.

Teacher Assessment

Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Have students **give tear sheets in to you at the end of the activity.**
3. Analyse your students' answers in the tear sheets using the checklist given below.
4. While using the checklist,
   - write down your students' names on the checklist in advance.
   - fill in the checklist putting ticks or crosses examining the students' tear sheets.
   - if needed, you can take special notes about your students' 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 students enables you to have information about your students' progress.

Name Surname	Students can hear						NOTES
	dog's ball/its ball	Tom's compass/his compass	Mary and Emily's guitar/ their guitar	Nora's violin/ her violin	Emily's rulers/ her rulers	Harry's and Zury's scissors/their scissors	
Student A	✓	✓	✗	✗	✓	✓	

Assessment and Feedback

Identify the percentage/number of the students who still have difficulties in **talking about possessions** and those who have reached the class aim (i.e., now can **talk about possessions**):

- ✓ If the number of students having difficulties with the activity is high (more than 70%),
  - › have students **listen to Tapescript 3.2 again.**
  - › slow the pace of lesson down, (i.e: you may lengthen the duration of the activity)
  - › vary listening activities focusing on common mistakes and considering the students' needs.
- ✓ If the number of students having difficulty in activity is low (less than 30%),
  - › practise with students who need help focusing on individual mistakes.
  - › differentiate listening activities considering students' needs.
  - › give extra tasks to students implementing the activity successfully to challenge them.
  - › support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking B

Function: Talking about possessions

Learning Outcome: Students will be able to talk about their own and others' possessions.

Expected Time: 40'

Preparation: Ask students to bring their **scissors and a tube of glue** for the activity beforehand. **Cut out pages 373 and copy them according to the number of the group members for the activity beforehand. You are supposed to divide your classes into groups of four. Copy the group assessment form on page 120 and hand them out to each student. Remind students to check the criteria given in the form beforehand.**

Cartoon characters

Speaking B

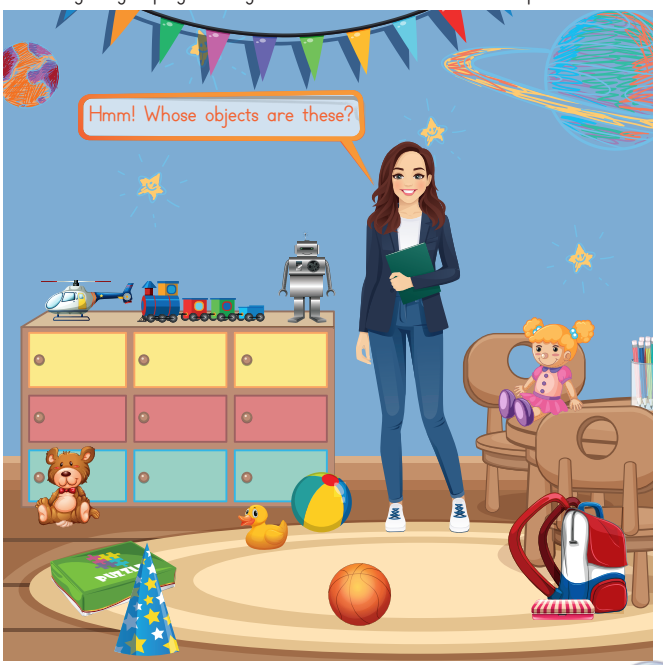
Mrs Walker is in the lost and found room in her school. She tries to find the owners of some of the objects. Let's help her.

Work in groups. Ask and answer questions about whose objects they are.

B1: Look at the original picture.

B2: Stick the object(s) next to its/their owners.

B3: Find your group symbol together and stick it to its own place.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What is Mrs Walker doing? Where is she?**
4. Allow students to use their first language if necessary, but remodel in English:
   Mrs Walker try to find the owners of the lost object at school.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. **Divide students into groups of four.**
6. Hand out the flashcards to each group
   - Make sure that each group has a different flashcard. Each group is supposed to complete and share different flashcards.
7. **Number students 1 to 4 in each group. Each student is supposed to remember one character's object(s) and stick the object(s) next to its/their owner.**
8. **Show each group original pictures and tell students to have a look at them and remember each character's object(s) then, stick the object(s) next to its/their owner.**
   - Give students enough time for the activity.
9. Give students group assessment forms to **fill in by putting ticks or crosses and colour some specific places according to their group members' performances.**
10. Make sure that all the groups have finished sticking the object(s) to its/their own place.
11. Ask all the groups to **find their group symbol together and stick it to its own place.**
    - Encourage each group member to take responsibilities equally.
    - During the presentation, the rest of **the groups ask whose objects they are.**
    - Check that students understand the instructions well. If necessary, use first language to make instructions more clear.
12. Pick up group assessment forms to evaluate each student's performance in groups.
13. **Show the classroom all of the original pictures and let your students check their answers in groups at the end of the activity.**

Activity Tips

✓ Allow students time to practise the activity in groups.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

✓ Encourage the students to assign roles in groups equally and use various expressions.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **talk about possessions.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Performance Assessment Task

Group Assessment Form for Students

GROUP NAME **Name Surname**				
Criteria **✔:Yes** **✖:No**	**My friends' names**			
1. Uses English during the activity.				
2. Helps or encourages her/his group members.				
3. Finishes her/his work on time.				
4. Does her/his calculations.				
5. Shares her/his works with the other groups.				
6.Listens to her/his group members and the other group members.				
How do you feel about group members' performances?				
Your friends'names				
				
				
				
				

Group Assessment Form for Teacher

Criteria Tick:Yes Cross:No	Groups' names			
1. Works the same amount.				
2. Listens to their group members.				
3. Finishes their work on time.				
4. Does their job.				
5. Shares their works with the other groups.				
6.Uses English during the activity.				
How do you feel about groups' performances?				
Things they do well				
Things they need to work on				
Notes				

Name Surname	Students can	Whose helicopter/ ball/balloon/ teddy bear/ car/plane/ doll/blocks is this/are these?	Whose mirror/ guitar/train/ watch/violin/ book/chess is this?	Whose pencil case/ pencil/ notebook/ school bag/ crayons is this/ are these?	Whose kite/ bus/ball/hat/ robot/gift box/tennis ball/duck is this?
Student A	pronounce correctly	✓	✓	✗	✓
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in group assessment forms. Identify the percentage/number of the students who still have difficulties **talking about possessions** and those who have reached the class aim (i.e., can **talk about possessions**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Unit 4
FREE TIME

Listening A

Scan it

Tapescript 4.1

Function: Expressing likes and dislikes

Learning Outcome: Students will be able to understand the general information in an oral text about likes and dislikes.

Expected Time: 30'

Preparation: Play ***Tapescript 4.1.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury441**. Be sure that the listening text is heard clearly by your students.

Free time

Listening A

Zury and his friends sing a song.

Tapescript 4.1

Listen to the song and put a tick ✓ under the correct picture. Follow the example.

It's not about having time but making time!
Carpediem! Make the best use of your day!

Zury, Zury! What are your favourite activities?

I love (1)  and (2) 

Mary, Mary! What do you do in your free time?

I (7)  and (8) 

Nora, Nora! What do you do in your free time?

I (3)  and (4) 

Emily, Emily! What are your favourite activities?

I love (9)  and (10) 

Harry, Harry! What are your favourite activities?

I love (5)  and (6) 

Tom, Tom! What do you do in your free time?

I (11)  and (12) 

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What is the song about?**
4. Allow students to use their first language if necessary, but remodel in English:
   The song is about free time activities.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen to the song and put a tick under the correct picture.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 4.1** once for students to **listen to the song and put a tick under the correct picture.**
8. Play **Tapescript 4.1** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 4.1

Voice-over: Zury and his friends sing a song.

Listen to the song and put a tick under the correct picture. Follow the example.

It's not about having time but making time!

Carpe diem! Make the best use of your day!

Zury, Zury! What are your favourite activities?

I love **colouring books and watching cartoons.**

Nora, Nora! What do you do in your free time?

I **listen to music and collect coins.**

Harry, Harry! What are your favourite activities?

I love **riding a scooter and swimming in a pool.**

Mary, Mary! What do you do in your free time?

I **read comics and play tennis.**

Emily, Emily! What are your favourite activities?

I love **learning English and planting trees.**

Tom, Tom! What do you do in your free time?

I **fly a kite and ride a bike.**

Quick Check



Guidelines for Implementation

1. Give students a few minutes to review **the quick check.**
2. Direct students to **go to page 169 o cut out the pictures.**
3. Show students correct answers in sequence either writing them on the board or using a projector, smart board, book etc.
4. Remind students that **they are supposed to raise green green card if their answer is correct and they are supposed to raise red card if their answer is incorrect using Listening A as a reference.**
5. Demonstrate the activity with an example and make sure that students understand what is required in the quick check.
6. Monitor students for each answer, you may fill in the checklist according to students' answers if you want.

Name Surname	Students can hear										
	watching cartoons	collect coins	listen to music	riding a scooter	swimming in a pool	read comics	play tennis	learning English	planting trees	fly a kite	ride a bike
Student A	✓	✓	✗	✗	✗	✗	✗	✗	✓	✓	✓

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **colouring books/watching cartoons/listen to music/collect coins/riding a scooter/swimming in a pool/read comics/play tennis/learning English/planting trees/fly a kite/ride a bike?** Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?
2. Identify the percentage/number of the students who still have difficulties in **understanding the general information in an oral text about likes and dislikes** and those who have reached the class aim (i.e., now can **understand the general information in an oral text about likes and dislikes.**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 4.1 once again.**
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening B

Scan it

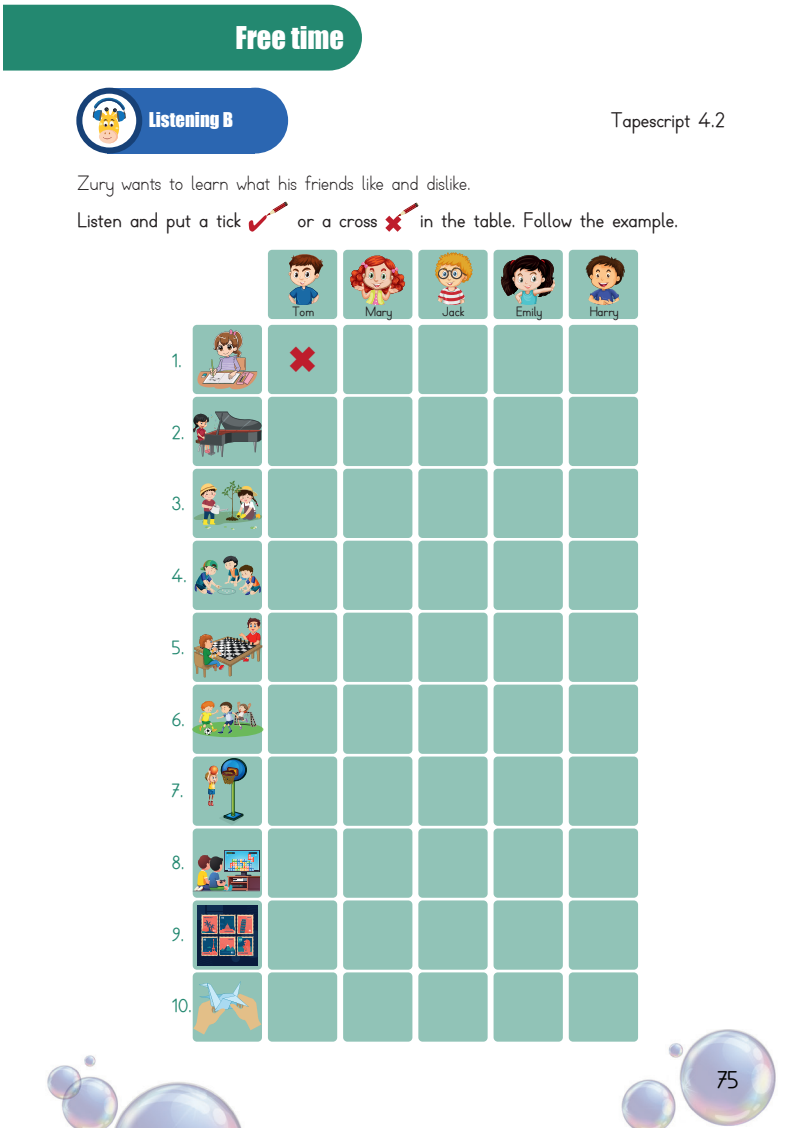
Tapescript 4.2

Function: Making simple inquiries

Learning Outcome: Students will be able to understand the general information in an oral text about likes and dislikes.

Expected Time: 30'

Preparation: Play ***Tapescript 4.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury442**. Be sure that the listening text is heard clearly by your students.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What do you see in the table? What is the table about?**
4. Allow students to use their first language if necessary, but remodel in English:
   It is about what Zury and his friends like and dislike. There are some activities and characters in the table.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and put a tick or a cross in the table.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
8. Play **Tapescript 4.2** once for students to **listen and put a tick or a cross in the table.**
9. Play **Tapescript 4.2** again for students to **check their answers.**
10. Monitor students and encourage them to complete the exercise.

Tapescript 4.2

Voice-over: Zury wants to learn what his friends like and dislike.

Listen and put a TICK or a CROSS in the table. Follow the example.

1. **1. Zury:** Hey **Tom,** do you like **drawing?**
   Tom: No, I don't.
   Zury: Oh, OK. Do you like **playing the piano?**
   Tom: Yes, I do. I like music.

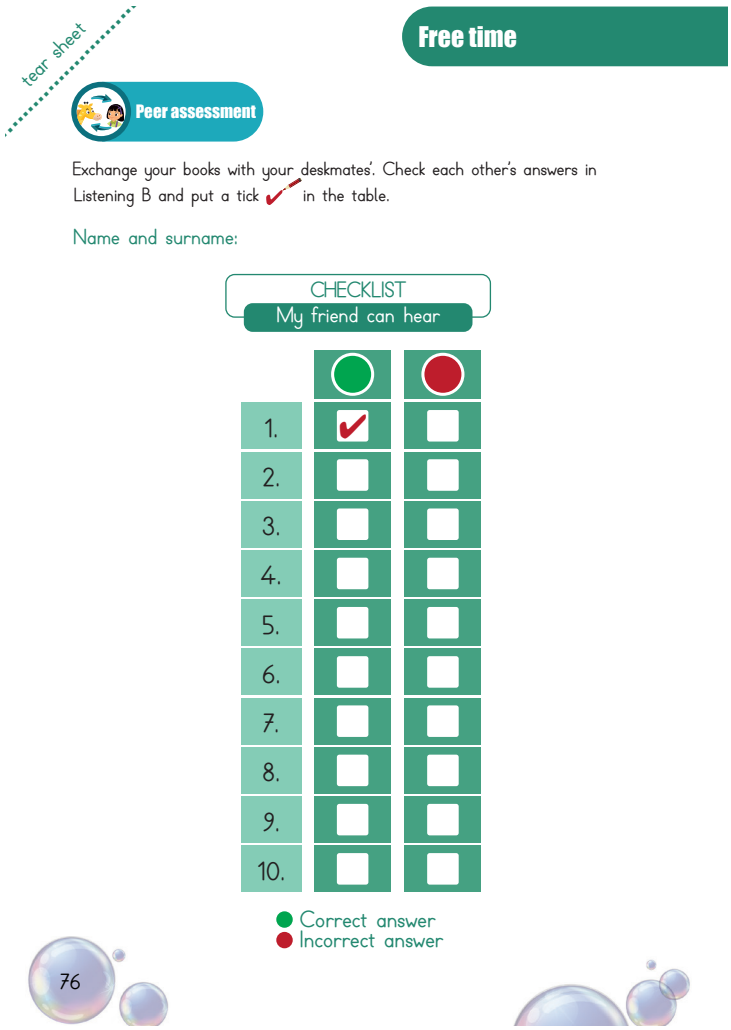
2. **Zury:** Do you like **planting trees, Mary?**
   Mary: Yes, I do. I like nature.
   Zury: Do you like **playing with marbles?**
   Mary: No, I dislike playing with marbles.

3. **Zury:** Hello **Jack,** what is your favourite activity?
   Jack: Playing chess is my favourite activity.
   Zury: Do you like playing football?
   Jack: No, I don't like playing football.
   Zury: Oh, I didn't know that. Thank you.

4. **Zury:** Hi **Emily,** what do you do in your free time**?**
   Emily: What I enjoy is **playing basketball.**
   Zury: Cool! Do you like **playing computer games?**
   Emily: No, I don't.

5. **Zury:** Do you like **collecting stamps, Harry?**
   Harry: No, I dislike collecting stamps.
   Zury: Ok, then, what is your favourite hobby?
   Harry: I like **doing origami.**

Peer Assessment



Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Ask students to **exchange their books with their deskmates'.**
3. Give students a few minutes to review **the peer assessment section.**
4. Tell students to **put a tick under the green card if their deskmates' answer is correct and put a tick under the red card if their deskmates' answer is incorrect.**
5. Demonstrate the activity with an example and make sure that students understand what is required in the exercise.
6. Then, show students the correct answers either by writing them on the board or using a projector, smart board, book etc.
7. Students check their friends' answers on their own, **using Listening B as a reference.**
8. Monitor students, encourage them to complete the peer assessment forms in 10-15 minutes.
9. Ask students to **take their books back and review their friends' check.**

Speaking A

Function: Making simple inquiries

Learning Outcomes: Students will be able to talk about their likes and dislikes.

Expected Time: 80'

Preparation: Cut out pages 397 and copy them according to the number of the group members for the activity beforehand. You are supposed to divide your classes into groups of four. Copy the group assessment form on page 140 and hand them out to each student. Remind students to check the criteria given in the form beforehand.



Free time

Speaking A

Harry and Mary talk about their friends' likes and dislikes.

Work in groups. Talk about your friends' likes and dislikes and complete the questionnaire with your friends' answers.

77

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Harry and Mary talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Harry and Mary are talking about their friends' likes and dislikes.
5. **Divide students into groups of four.**
6. Hand the copies out to each group.
   - **Make sure that each group member has different copies. Each group member is supposed to complete and share different questionnaire.**
7. **Number students 1 to 4 in each group. Each student is supposed to complete her/his questionnaire considering her/his friends' likes and dislikes.**
8. Tell students to **complete their questionnaires and share their answers with the other groups.**
   - Give students enough time for the activity.
9. Give students group assessment forms to **fill in by putting ticks or crosses and colour some specific places according to their group members' performances.**
10. Make sure that all the groups have finished **all the questionnaires.**
11. Ask all the groups to **share their questionnaires one after another.**
    - Encourage each group member to take responsibilities equally.
    - During the presentation, the rest of the groups ask questions **about likes and dislikes.**
    - Check that students understand the instructions well. If necessary, use the first language to make instructions more clear.
12. Pick up group assessment forms to evaluate each student's performance in groups.

Activity Tips

- ✓ Allow students time to practise the activity in groups.
- ✓ Set time limits for both preparation and implementation of the activity.
- ✓ Monitor and praise students throughout the activity.
- ✓ Encourage the students to assign roles in groups equally and use various expressions.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **talk about their likes and dislikes.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Performance Assessment Task

Group Assessment Form for Students

GROUP NAME **Name Surname**				
Criteria **✔:Yes** **✖:No**	**My friends' names**			
1. Uses English during the activity.				
2. Helps or encourages her/his group members.				
3. Finishes her/his work on time.				
4. Does her/his calculations.				
5. Shares her/his works with the other groups.				
6.Listens to her/his group members and the other group members.				
How do you feel about group members' performances?				
Your friends'names				
				
				
				
				

Group Assessment Form for Teacher

Criteria Tick:Yes Cross:No	Groups' names			
1. Works the same amount.				
2. Listens to their group members.				
3. Finishes their work on time.				
4. Does their job.				
5. Shares their works with the other groups.				
6.Uses English during the activity.				
How do you feel about groups' performances?				
Things they do well				
Things they need to work on				
Notes				

Name Surname	Students can	Do you like swimming/ riding a scooter/ playing tennis/ planting trees?	Do you like playing chess/ riding a bike/ watching cartoons/ riding a horse/ collecting coins?	Do you like listening music/ playing with marbles/ colouring books/ playing football/ flying a kite?	Do you like dancing/ playing computer game/ playing piano/ collecting stamps/ drawing?	Yes, I do./ Yes. Yes, I like… No, I don't./No. No, I don't like…
Student A	pronounce correctly	✓	✓	✗	✓	
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					

Assessment and Feedback

Find out whether the students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **talking about likes and dislikes** and those who have reached the class aim (i.e., can **talk about likes and dislikes**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking B

Function: Expressing likes and dislikes

Learning Outcomes: Students will be able to ask for clarification in conversation.

Expected Time: 80'

Preparation: Cut out pages 407 and copy them according to the number of the group members for the activity beforehand.

Free time

Speaking B

Zury interviews a celebrity for his project.

Work in pairs. Choose a role card. Then, role-play it.



Useful language box	
	Can you say that again, please? Pardon me? Say that again, please. Slowly, please.
☺	Like
☹	Dislike

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and Tom talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and Tom are talking about Zury's project.
5. Tell students to **work in pairs.**
6. Ask students to **choose a role card. Then, role- play it**.
7. Invite one of the confident students to model the activity for the rest of the class.
8. Give students enough time for the activity.
9. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips

- ✓ Allow students time to practise the activity in pairs.
- ✓ Set time limits for both preparation and implementation of the activity.
- ✓ Monitor and praise students throughout the activity.
- ✓ Encourage students to assign roles in pairs equally and use various expressions.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **ask for clarification.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	Can you say that again, please?	Pardon me?	Say that again, please?	Slowly, please.
Student A	pronounce correctly	✓	✓	✗	✓
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				

Assessment and Feedback

Find out whether the students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **asking for clarification** and those who have reached the class aim (i.e., can **ask for clarification**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Unit 5
MY DAY

Listening A

Scan it

Tapescript 5.1

Function: Talking about daily routines

Learning Outcome: Students will be able to understand the general and specific information in a short, oral text about daily routines.

Expected Time: 30'

Preparation: Play ***Tapescript 5.1.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury451**. Be sure that the listening text is heard clearly by your students.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What do you see in the picture? What is Zury doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury thinks about his Saturday routine and Zury is telling his classmates what his daily routine is.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and write down the letters of the statements.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 5.1** once for students to **listen and write down the letters of the statements.**
8. Play **Tapescript 5.1** again for students to **check their answers.**

Tapescript 5.1

Voice-over: Mrs Walker asks Zury and his classmates to talk about their favourite activities on Saturdays. Zury begins first and tells his classmates what his daily routine is.

Listen and write down the letters of the statements. Follow the example. One of the statements is extra in each part of the day.

Zury: Hello, guys! I love Saturdays a lot! Here is my Saturday routine.

Mrs Walker: Ok, Zury! Please, start with your Saturday morning!

Zury: Sure!

Mrs Walker: Here we go!

Zury: I do my morning exercises at 9.00 o'clock.

Mrs Walker: What do you do **at 10.00 o'clock?**

Zury: Hmm, I change my sports clothes. Then, **I wear my casual clothes.**

Mrs Walker: What about breakfast?

Zury: I have a big breakfast with my family at 11.00 o'clock.

Mrs Walker: What do you do in the afternoon, Zury?

Zury: Hmm! Let me think a bit! **I walk the dog in the park at 2 o'clock.**

Mrs Walker: Nice! Do you go out with your friends on Saturdays?

Zury: Oh yeah! **I meet my friends at a café at 3 o'clock.**

Mrs Walker: And then?

Zury: I go shopping at 4 o'clock.

Mrs Walker: What are your evening routines?

Zury: I go out for dinner at 7 o'clock.

Mrs Walker: Good! Do you spend time at home?

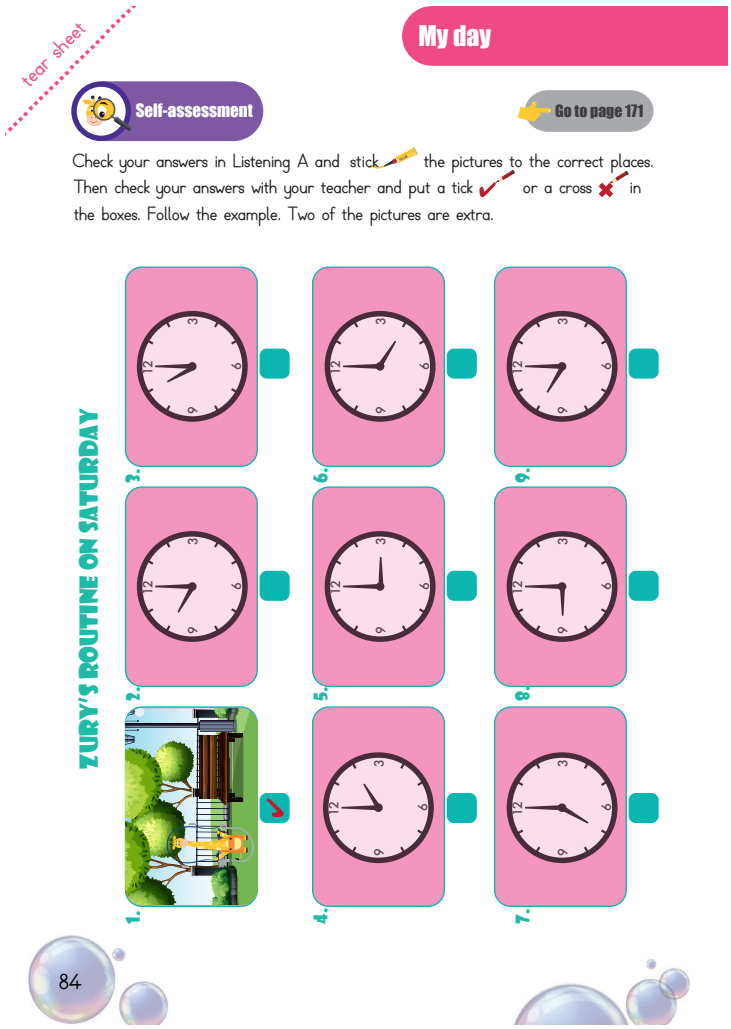
Zury: Oh, sure! **I read a storybook at about 9 o'clock.**

Mrs Walker: That is great! What do you do before you go to bed?

Zury: I take a shower at 10 o'clock.

Mrs Walker: Oh Zury, you are thoroughly enjoying your Saturdays!

Self-assessment



Guidelines for Implementation

1. Give students a few minutes to review **the self-assessment section.**
2. Ask students to **go to page 171 to cut out the pictures.**
3. Ask students to **check their answers in Listening A and stick the pictures to the correct places**.
   - Remind students that **two of the pictures are extra.**
4. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
5. Then, show students correct answers either by writing them on the board or using a projector, smart board, book etc.
6. **Tell students to check their answers and if Zury's routine is correct, put a tick in the box or if Zury's routine is incorrect, put a cross in the box.**
7. Monitor students, encourage them to complete the self-assessment forms in 10-15 minutes.
8. Ask students to have a look at "How I feel about my work today" section and write down the number of the pictures under suitable icons.

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"doing morning exercises/ wear casual clothes/ have a big breakfast with family/ walk the dog in the park/meet my friends/go out for dinner/go shop/read a story book/ take a shower"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **understanding text about daily routines** and those who have reached the class aim (i.e., now can **understand all or almost all text about daily routines.**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 5.1 once again.**
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.**).**
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening B

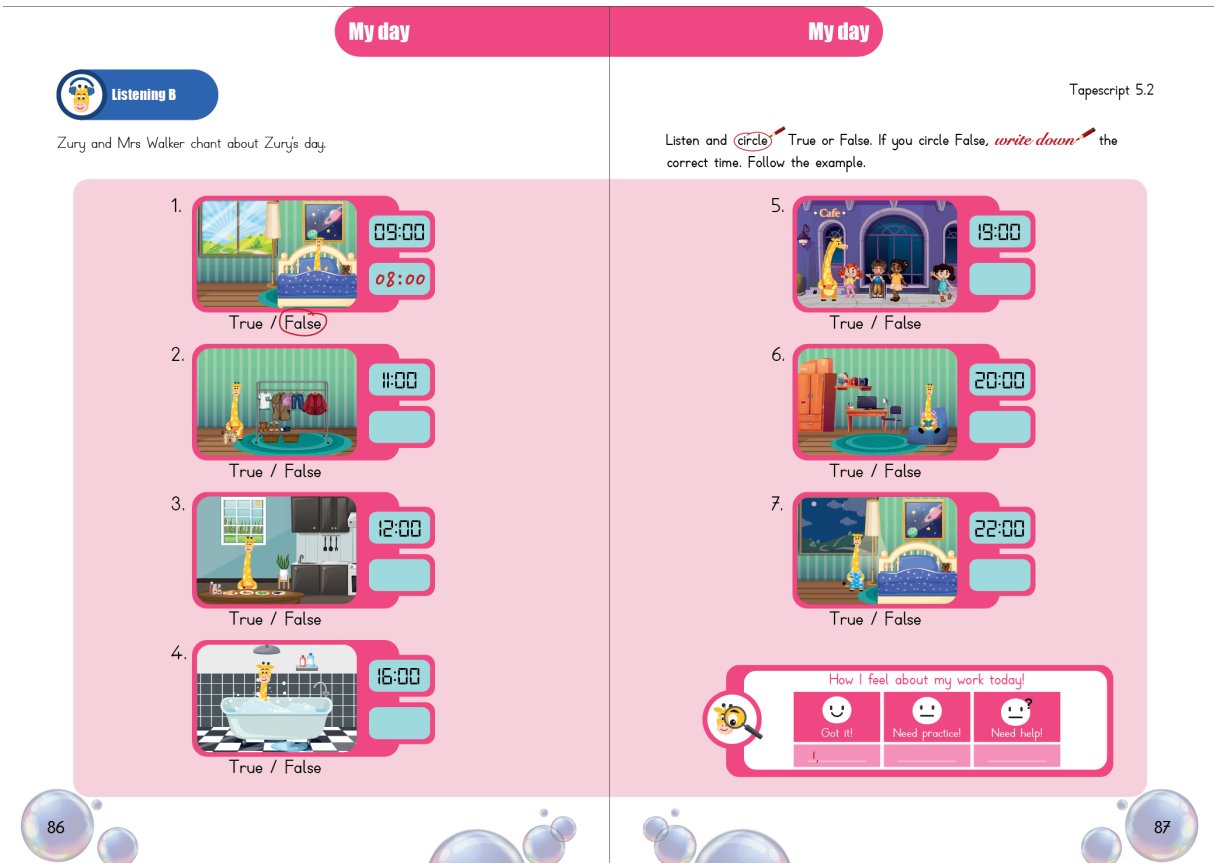
Tapescript 5.2 Scan it

Function: Talking about daily routines

Learning Outcome: Students will be able to recognize the time in a short oral text.

Expected Time: 30'

Preparation: Play ***Tapescript 5.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury452**. Be sure that the listening text is heard clearly by your students.



Scan it for Zury's animation

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What do you see in the picture? What is Zury doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   There are some pictures of Zury's daily routines. Zury and Mrs Walker chant about Zury's day.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and circle True or False.**
   - Remind students to **write down correct time if they circle false.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 5.2** once for students to **listen and circle True or False and write down the correct time if they circle False.**
8. Play **Tapescript 5.2** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.
10. Ask students to have a look at My achievement today section and colour one star for each correct answer.

Tapescript 5.2

Voice-over: Zury and Mrs Walker chant about Zury's day.

Listen and circle True or False. If you circle False, write down the correct time. Follow the example.

Voice-over: One

Mrs Walker: What do you do in the afternoon?

Zury: I **have lunch** at **01.00.**

Voice-over: Two

Mrs Walker: What do you do in the morning?

Zury: I **wake up** at **08.00.**

Voice-over: Three

Mrs Walker: What do you do in the morning?

Zury: I **get dressed** at **10.00.**

Voice-over: Four

Mrs Walker: What do you do in the afternoon?

Zury: I **have a shower** at **04.00.**

Voice-over: Five

Mrs Walker: What do you do in the evening**?**

Zury: I **meet my friends** at **06.00.**

Voice-over: Six

Mrs Walker: What do you do in the evening?

Zury: I **read a book** at **09.00.**

Voice-over: Seven

Mrs Walker: What do you do in the evening?

Zury: I **go to bed** at **10.00.**

Peer Assessment


My day

Peer assessment

Exchange your books with your deskmates'. Check each other's answers in Listening B and put a tick ✓ in the correct place.

Name and surname:

Zury's day	correct answer	incorrect answer
	✓	

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Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Ask students to **exchange their books with their deskmates'.**
3. Give students a few minutes to review **the peer assessment section.**
4. Ask students to **put a tick in the correct place.**
5. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
6. Then, show students the correct answers either by writing them on the board or using a projector, smart board, book etc.
7. Students check their friends' answers putting a tick in the table on their own, **using Listening B as a reference.**
7. Monitor students, encourage them to complete the peer assessment forms in 10-15 minutes.
9. Ask students to **take their books back and review their friends' check.**

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"08:00/01:00/10.00/04.00/06.00/09.00/10.00"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **recognizing the time in a short oral text** and those who have reached the class aim (i.e., now can **recognize the time in a short oral text.**):

✓ If the number of students having difficulty in activity is high (more than 70%),
- have students **listen to Tapescript 5.2 once again.**
- slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
- vary listening activities focusing on common mistakes and considering the students' needs.

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

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking A

Function: Telling the time and days

Learning outcome: Students will be able to talk about the time.

Expected Time: 40'

Preparation: Cut out pages 413 and place the numbers in a suitable place in your classroom.


My day

Speaking A

Zury and his classmates play a game.

Work in pairs. Follow the example. Ask and answer questions about the time.

What time is it?

It is three o'clock.

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Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and his friends doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his classmates are playing a game about telling the time.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **work in pairs.**
6. Ask students to **ask and answer questions about the time.**
7. Invite one of the confident students to model the activity for the rest of the class.
8. Give students enough time for the activity.
9. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips

✓ Allow students time to practise the activity in pairs.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **ask and tell the time.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	What time is it?	It is …. o'clock.	…. o'clock.
Student A	pronounce correctly	✓	✓	✗
	structure correctly			
	use in a meaningful way			
	pronounce correctly			
	structure correctly			
	use in a meaningful way			
	pronounce correctly			
	structure correctly			
	use in a meaningful way			
	pronounce correctly			
	structure correctly			
	use in a meaningful way			
	pronounce correctly			
	structure correctly			
	use in a meaningful way			
	pronounce correctly			
	structure correctly			
	use in a meaningful way			

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **asking and telling the time** and those who have reached the class aim (i.e., can **ask and tell the time.**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking B

Function: Talking about daily routine

Learning Outcome: Students will be able to talk about their daily routines.

Expected Time: 40'

Preparation: Cut out pages 447 and copy them according to the number of the students for the activity beforehand.

Speaking B

Zury and Mary talk about daily routines.

Work in pairs. Choose a card. Follow Zury and Mary's example. Ask and answer questions about daily routines.



Instruction

1. Greet class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and Mary talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and Mary are talking about their daily routines.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **work in pairs.**
6. Ask students to **choose a card and ask and answer questions about daily routines.**
7. Invite one of the confident students to model the activity for the rest of the class.
8. Give students enough time for the activity.
9. Monitor students, fill in the checklist according to students' speaking skills.
10. Ask students to have a look at the time to think about section on page... and colour one icon in each line.

Activity Tips

✓ Allow students time to practise the activity in pairs.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **talk about daily routines.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

My day

Name Surname	Talk about daily routines	Make simple inquiries	Tell the time/ part of a day/day	NOTES
	✓	✓	✓	

Assessment and Feedback

Find out whether the students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **talking about daily routines** and those who have reached the class aim (i.e., can **talk about daily routines.**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Unit 6
FUN WITH SCIENCE

Listening A

Scan it

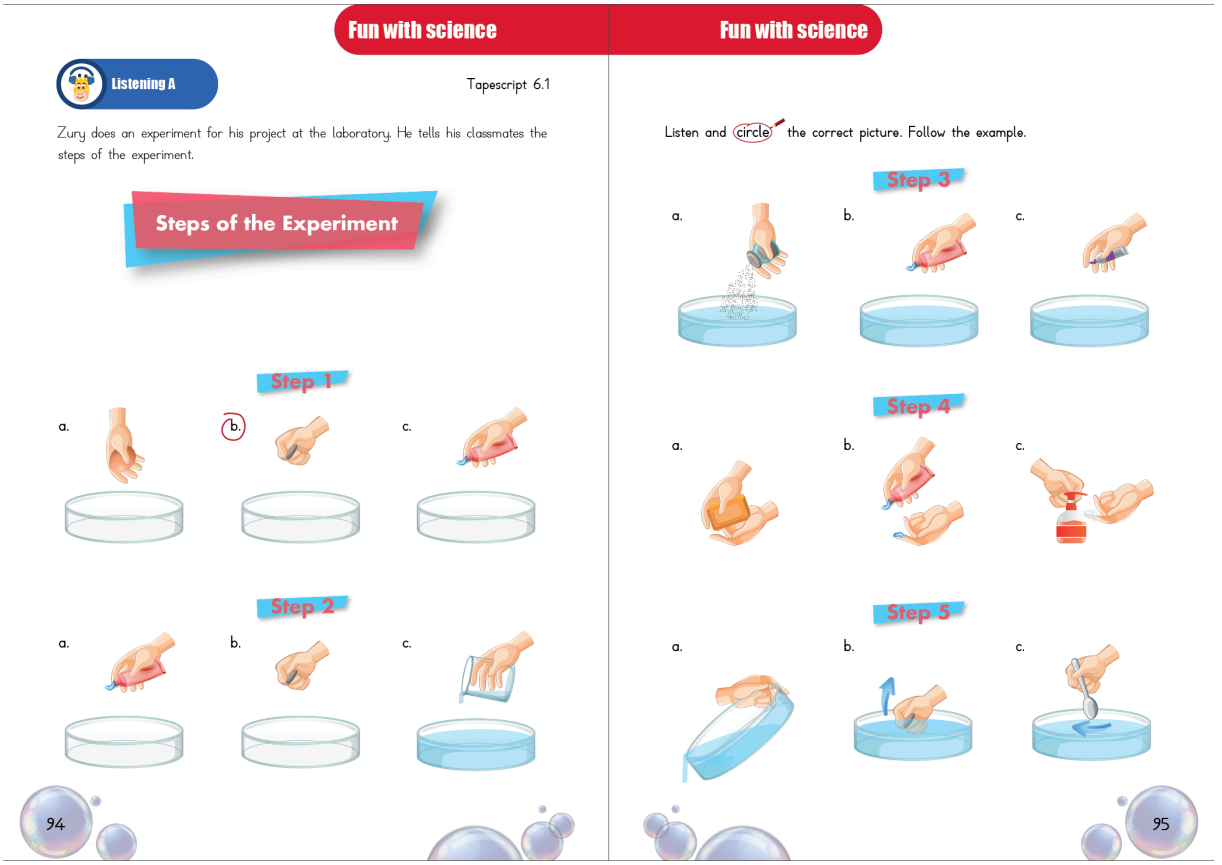
Tapescript 6.1

Function: Giving and responding to simple instructions

Learning Outcome: Students will be able to understand and follow simple instructions.

Expected Time: 30’

Preparation: Play ***Tapescript 6.1.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury461**. Be sure that the listening text is heard clearly by your students.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What is Zury doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury is doing an experiment for his project work at the laboratory. He is telling his classmates the steps of the experiment.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Ask students to **listen and circle the correct picture.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 6.1** once for students to **listen and circle the correct picture.**
8. Play **Tapescript 6.1** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 6.1

Voice-over: Zury does an experiment for his project work at the laboratory. He tells his classmates the steps of the experiment.

Listen and circle the correct picture. Follow the example.

Hi guys. Let's do an enjoyable experiment together. Please, first, check the materials. Here is the material list: a bowl, a coin, a bottle of water, some black pepper and some liquid soap.

Are you ready? Let's do our experiment step by step.

1. Step one, place the coin in the bowl.

2. Step two, pour some water in a bowl.

3. Step three, add some pepper to the bowl.

4. Step four, put some liquid soap on your thumb and forefinger/fingers.

5. Step five, pick up the coin from the bowl.

Self-assessment



Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Give students a few minutes to review **the self-assessment section.**
3. Tell students to **check their answers in Listening A and do the experiment.**
4. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
5. Then, show students the correct answers either by writing them on the board or using a projector, smart board, book etc.
6. Ask students to check their answers in the self-assessment section and have a look at “My achievement” section.Then,tell them to colour a star for each correct answer.
7. Monitor students, encourage them to complete the self-assessment forms in 10-15 minutes.

Scan it for
Zury's animation

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"Step 1?/step 2/ step 3/step 4/ step 5"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **giving and responding to simple instructions** and those who have reached the class aim (i.e., now can **give and respond to all or almost all simple instructions.)**

✓ If the number of students having difficulty in activity is high (more than 70%),
- have students **listen to Tapescript 6.1 once again.**
- slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
- vary listening activities focusing on common mistakes and considering the students' needs.

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

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening B

Scan it

Tapescript 6.2
B.1

Function: Talking about locations

Learning Outcome: Students will be able to recognize phrases/descriptions about locations.

Expected Time: 30'

Preparation: Play ***Tapescript 6.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury462B1**. Be sure that the listening text is heard clearly by your students.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What is Zury doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury is at the school laboratory. Zury and his friends are talking about experiment materials.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and put a tick or a cross in the box if the material is in the correct place or put a cross in the box if the material is in the incorrect place..**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 6.2/B1** once for students to **listen and put a tick or a cross in the box if the material is in the correct place or put a cross in the box if the material is in the incorrect place..**
8. Play **Tapescript 6.2/B1** again for students to **check their answers.**
   - Remind students that **they can use some of the phrases more than once.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 6.2/B1

Voice-over: Zury is at the laboratory. Zury and his friends talk about experiment materials.

B.1. Listen and put a tick in the box if the material is in the correct place or put a cross in the box if the material is in the incorrect place. Follow the example.

Emily: Hey, Zury! Look! Can you see how big our laboratory is?

Zury: Yeah. There are lots of different materials for the science class.

Tom: Exactly! There is a magnifier **on** the tubes.

Harry: How fantastic! The gogless are **on** the table, aren't they?

Emily: Yes, they are. Oh, I can't see the pebbles! Where are they?

Zury: They are over there, in the red bowl!

Emily: Thank you, Zury. Wow, is this a bottle, Harry?

Harry: Yes, it is. It is **behind** the book.

Tom: What is there **under** the book? I can't see exactly.

Zury: The food colouring. Isn't that a jar **behind** the computer?

Emily: No, it is a microscope.

Zury: Wow interesting! What is **near** the paper towel? Is that a toothbrush?

Tom: Yes, we need it for our experiment.

Emily: Oh, the bell is ringing. Our math class is about to start.

Listening B

Scan it

Tapescript 6.2
B.2

Function: Talking about locations

Learning Outcome: Students will be able to recognize phrases/descriptions about locations.

Expected Time: 30'

Preparation: Play ***Tapescript 6.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury462B2**. Be sure that the listening text is heard clearly by your students.

Fun with science

Tapescript 6.2
B.2

B2: Listen to Tapescript 6.2 again and *write down* the phrases in the correct place. Follow the example. Some of the phrases can be used more than once.

USEFUL EXPRESSIONS BOX

behind *in* *in front of* *on* *under* *near x2*

Material List

1. *The magnifier is* ___under___ *the tubes.*
2. *The goggles are* _____ *the table.*
3. *The pebbles are* _____ *the red bowl.*
4. *The bottle is* _____ *the book.*
5. *The food colouring is* _____ *the book.*
6. *The microscope is* _____ *the computer.*
7. *The toothbrush is* _____ *the paper towel.*

Tapescript 6.2/B2

Voice-over: Zury is at the laboratory. Zury and his friends talk about experiment materials.

B.2. Listen to Tapescript 6.2 again and write down the phrases in the correct place. Follow the example. Some of the phrases can be used more than once.

Emily: Hey, Zury! Look! Can you see how big our laboratory is?

Zury: Yeah. There are lots of different materials for the science class.

Tom: Exactly! There is a magnifier **on** the tubes.

Harry: How fantastic! The gogless are **on** the table, aren't they?

Emily: Yes, they are. Oh, I can't see the pebbles! Where are they?

Zury: They are over there, in the red bowl!

Emily: Thank you, Zury. Wow, is this a bottle, Harry?

Harry: Yes, it is. It is **behind** the book.

Tom: What is there **under** the book? I can't see exactly.

Zury: The food colouring. Isn't that a jar **behind** the computer?

Emily: No, it is a microscope.

Zury: Wow interesting! What is **near** the paper towel? Is that a toothbrush?

Tom: Yes, we need it for our experiment.

Emily: Oh, the bell is ringing. Our math class is about to start.

Teacher Assessment

Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Have students give tear sheets in to you at the end of the activity.
3. Analyse your students' answers in the tear sheets using the checklist given below.
4. While using the checklist,
   - write down your students' names on the checklist in advance.
   - fill in the checklist putting ticks or crosses examining the students' tear sheets.
   - if needed, you can take special notes about your students' 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 students enables you to have information about your students' progress.

Name Surname	Students can hear					NOTES
	on the table	in the red bowl	behind the book	behind the computer	near the paper towel	
Student A	✓	✓	✗	✓	✗	

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"on the table, in the red bowl,behind the book, behind the computer,near the paper towel"**?
     Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?
2. Identify the percentage/number of the students who still have difficulties in **talking about locations** and those who have reached the class aim (i.e., now can **talk about locations.**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 6.2 once again.**
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking A

Function: Giving and respond to simple instructions

Learning Outcome: Students will be able to give short and basic instructions.

Expected Time: 40'

Preparation: Cut out pages 479 and copy them according to the number of the group members for the activity beforehand. You are supposed to divide your classes into groups of five. Copy the group assessment form on page 187 and hand them out to each student. Remind students to check the criteria given in the form beforehand.

Fun with science

Speaking A

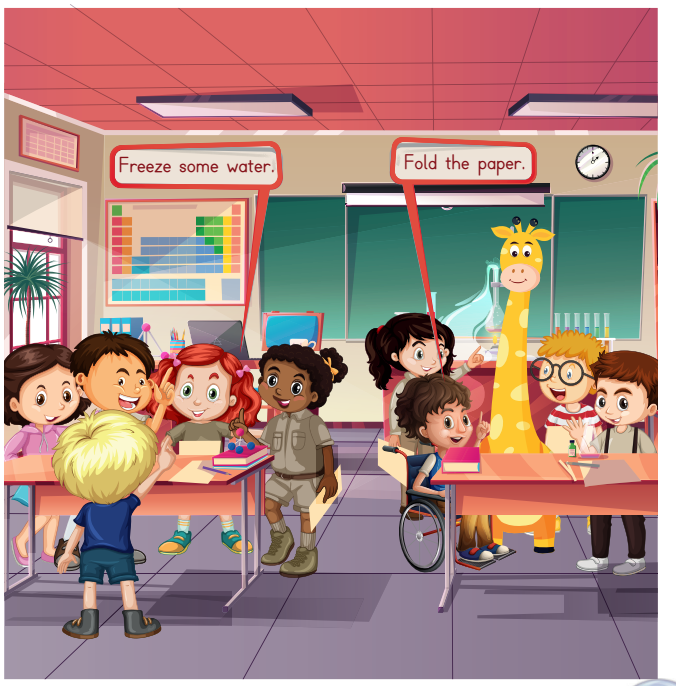
Zury and his classmates talk about the steps of the experiments in groups.

Work in groups of five.

A1: Discuss and decide the steps of the experiment with your group members.

A2: Talk about the steps of the experiment and put the steps in order.

A3: Present your experiments to the other groups.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and his classmates doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   They are putting the steps of different experiments in the correct order.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. **Divide the class into groups of 5.**
6. Hand the flashcards out to each group.
   - **Make sure that each group has different experiments. Each group is supposed to talk about the steps of their own experiment and put the steps in the correct order order as a group.**
7. **Number students 1 to 5 in each group. Each student is supposed to tell a step of the experiment considering her/his number.**
   - Tell students to **share their experiments with the other groups.**
   - Give students enough time for the activity.
8. Give students group assessment forms to **fill in by putting ticks or crosses and colour some specific places according to their group members' performances.**
9. Make sure that all the groups **have finished all steps.**
10. Ask all the groups to **share their experiments one after another.**
    - Encourage each group member to take responsibilities equally.
    - During the presentation, the rest of the groups ask questions about the experiments.
    - Check that students understand the instructions well. If necessary, use first language to make instructions more clear.
11. Pick up group assessment forms to evaluate each student's performance in groups.

Activity Tips

- ✓ Allow students time to practise the activity in groups.
- ✓ Set time limits for both preparation and implementation of the activity.
- ✓ Monitor and praise students throughout the activity.
- ✓ Encourage students to assign roles in groups equally and use various expressions.

*Please examine the group evaluation form.

Group Assessment

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **give and respond to simple instructions.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Performance Assessment Task

Group Assessment Form for Students

GROUP NAME Name Surname				
Criteria ✔:Yes ✖:No	My friends' names			
1. Uses English during the activity.				
2. Helps or encourages her/his group members.				
3. Finishes her/his work on time.				
4. Does her/his calculations.				
5. Shares her/his results with the other groups.				
6. Listens to her/his group members and the other group members.				

How do you feel about group members' performances?			
Your friends'names			
			
			
			
			

Group Assessment Form for Teacher

Criteria Tick:Yes Cross:No	Groups'names			
1. Works the same amount.				
2. Listens to their group members.				
3. Finishes their work on time.				
4. Does their job.				
5. Shares their works with the other groups.				
6.Uses English during the activity.				
How do you feel about groups' performances?				
Things they do well				
Things they need to work on				
Notes				

Name Surname	tell the step of the experiment correctly	pronounce the step of the experiment correctly	NOTES
Student A	✓	✓	

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in group assessment forms. Identify the percentage/number of the students who still have difficulties in **giving and responding to simple instructions** and those who have reached the class aim (i.e., can **give and respond to simple instruction**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

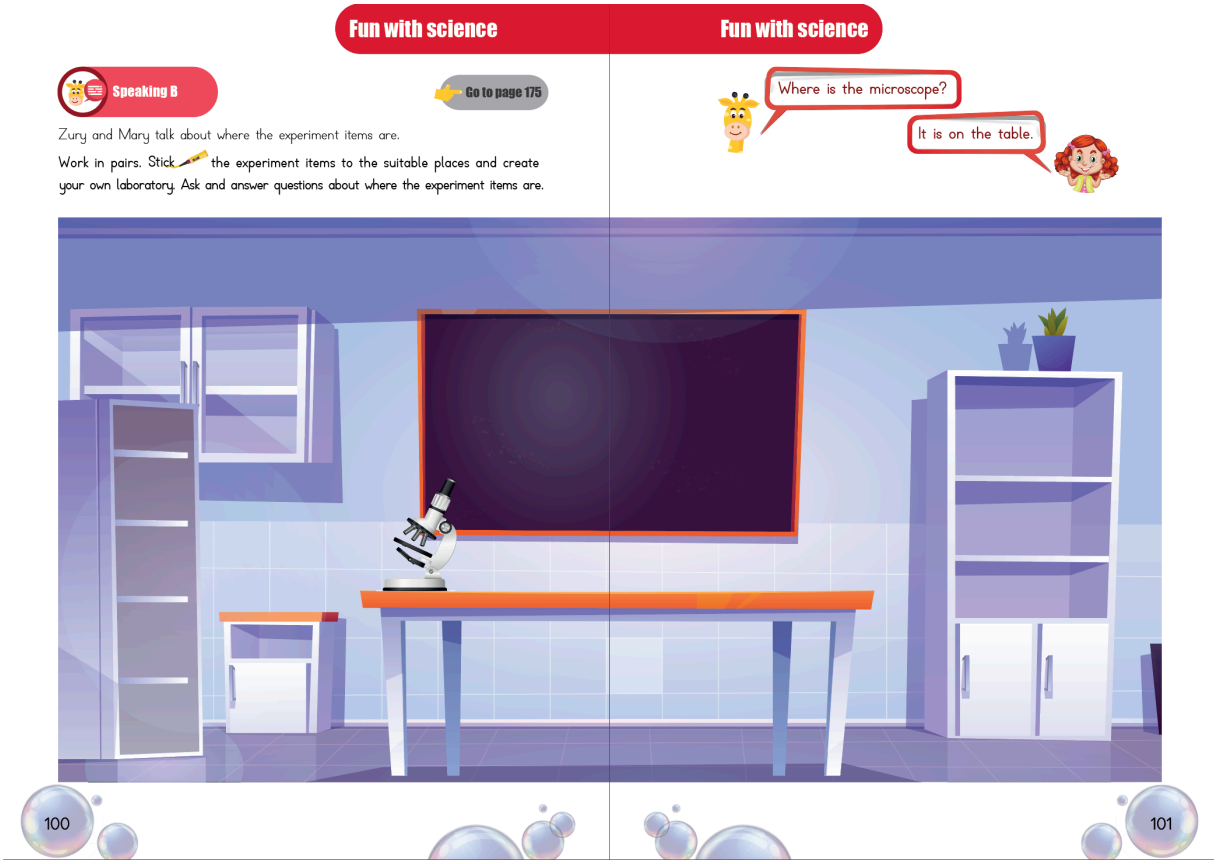
Speaking B

Function: Talking about locations

Learning Outcome: Students will be able to talk about locations of objects.

Expected Time: 40’

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



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the picture and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and Mary talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and Mary are talking about where the experiment items are.
   - While remodelling, avoid giving the correct answers since the activity is supposed to be used an assessment tool.
5. Tell students **to work in pairs.**
6. Ask students to **stick the experiment items to the suitable places and create their own laboratory.**
7. Encourage students to **ask and answer questions about where the experiment items are.**
8. Invite one of the confident students to model the activity for the rest of the class.
9. Give students enough time for the activity.
10. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips

✓ Allow students time to practise the activity in pairs.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **talk about locations of objects.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	recognize objects	pronounce objects correctly	pronounce locations of objects correctly	talk about locations of objects	NOTES
Student A	✓	✓	✓	✓	

Assessment and Feedback

Find out whether the students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **talking about locations of objects** and those who have reached the class aim (i.e.,can **talk about locations of objects**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the talking about shapes of things.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Unit 7
JOBS

Listening A

Scan it

Tapescript 7.1

Function: Describing what people do and expressing what people like

Learning Outcome: Students will be able to identify other people's jobs and likes in a short, simple oral text.

Expected Time: 30'

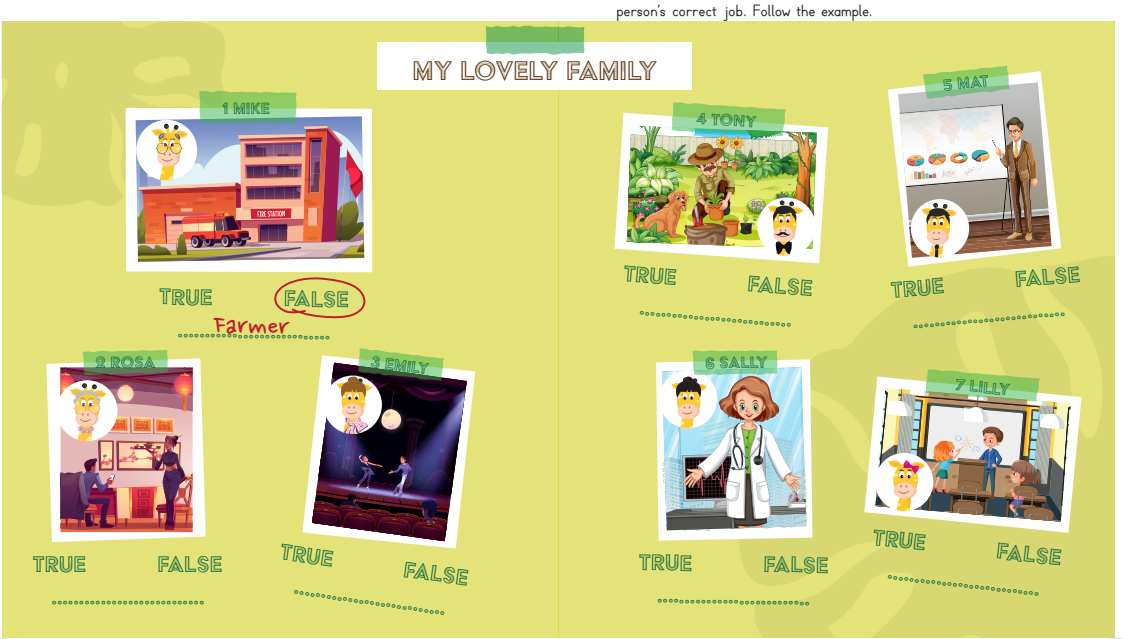
Preparation: Play ***Tapescript 7.1.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury471**. Be sure that the listening text is heard clearly by your students.

Listening A

Tapescript 7.1

Zury talks about his family members' jobs in the classroom.

Listen and circle True or False. If you circle False, write down the person's correct job. Follow the example.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **Who are they?**
4. Allow students to use their first language if necessary, but remodel in English:
   They are Zury's family members. Zury is talking about his family members' jobs.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Ask students to **listen and circle True or False.**
   - Remind students that **if they circle False, they will write down the person's correct job.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 7.1** once for students to **listen and circle True or False. If they circle FALSE, they will write down the person's correct job..**
8. Play **Tapescript 7.1** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 7.1

Voice-over: In class, Zury talks about his family members' jobs.

Listen and circle True or False. If you circle FALSE, write down the person's correct job. Follow the example.

Hello friends! Would you like to meet my family members? I want to talk about their jobs.

This is **my grandpa, Mike.** (He has a big farm.) He is **a farmer.**

This lovely lady is **my grandma.** Her name is **Rosa.** She works at a restaurant. She is **a waitress.**

Hey, look at this beautiful woman! She is **my mother, Emily.** She has a bus. She is **a bus driver.**

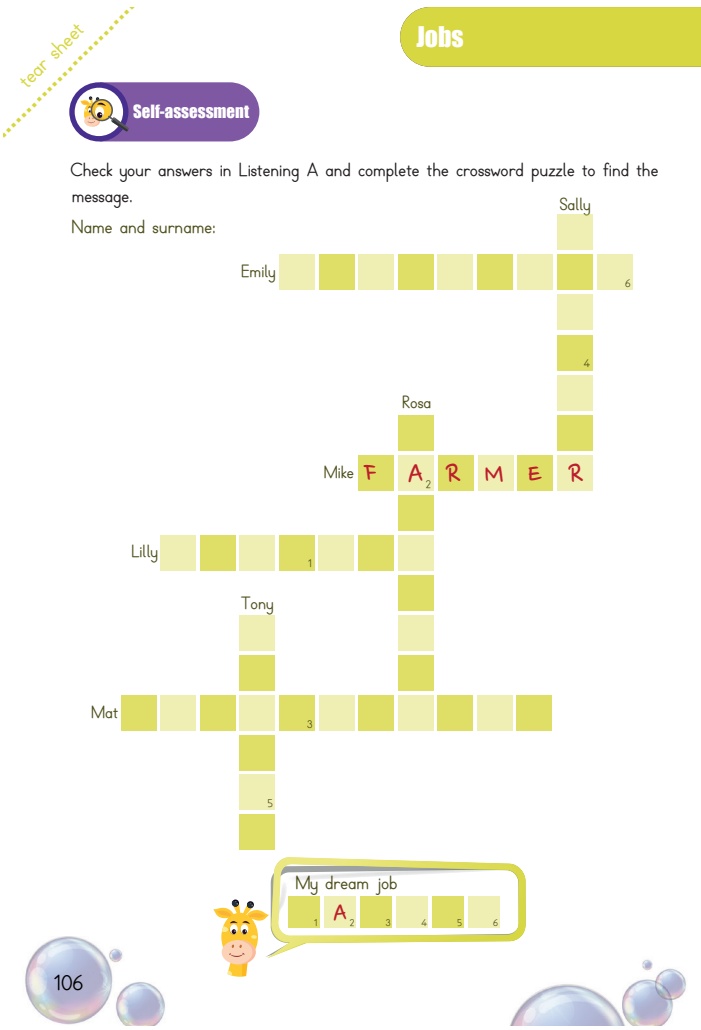
That is **my father, Tony.** He likes reading and writing a lot. He is my favourite/(number one) **writer.**

Matt is **my uncle.** He has a big office. He is **a businessman.**

Here you see **my aunt, Sally!** She teaches English at a Primary School. She is **a teacher.**

The last family member I want to talk about is my lovely **cousin, Lilly!** She goes to the Sun Primary School. She is **a student!**

Self-assessment



Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Give students a few minutes to review **the self-assessment section.**
3. Tell students to **check their answers in Listening A and complete the crossword puzzle to find Zury's dream job.**
4. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
5. Then, show students the correct answers either by writing them on the board or using a projector, smart board, book etc.
6. Monitor students, encourage them to complete the self-assessment forms in 10-15 minutes.

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"Zury's grandpa is a farmer./Zury's grandma is a waitress./Zury's mother is a bus driver./Zury's father is a writer./Zury's uncle is a businessman./Zury's aunt is a teacher./Zury's cousin is a student."**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

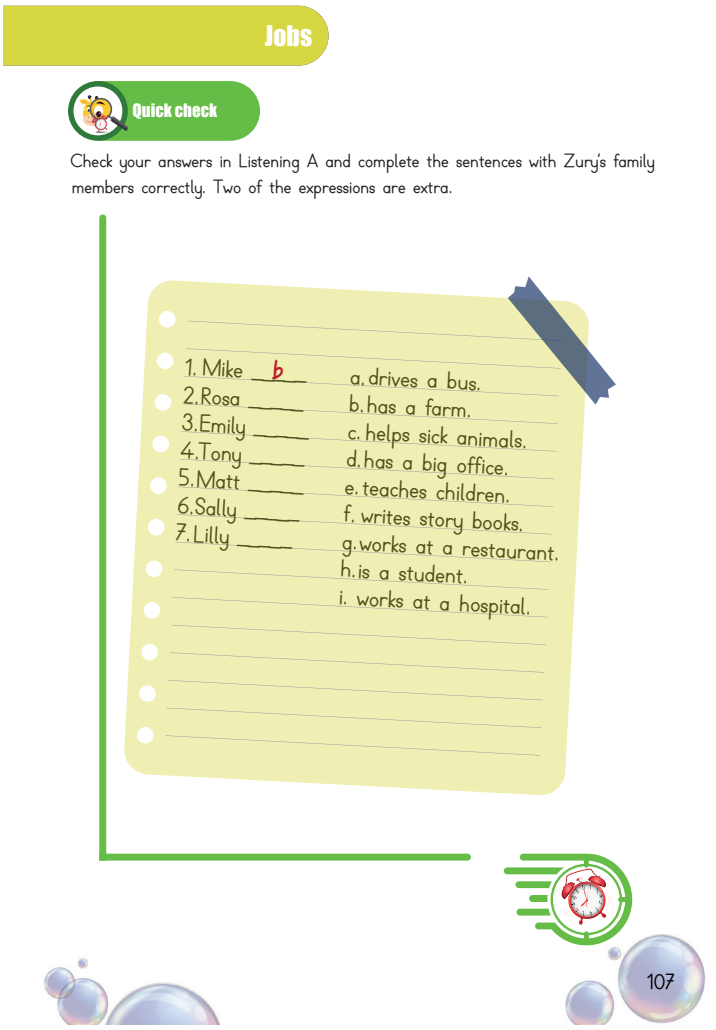
***While discussing their answers, students most probably would use their mother tongue. The most critical aspect of this exercise is to create awareness of the self-assessment process. Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their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

2. Identify the percentage/number of the students who still have difficulties in **describing what people do** and those who have reached the class aim (i.e., now can **describe what people do**)
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 7.1 once again.**
     - slow the pace of lesson down, (i.e: you may lengthen the duration of the activity)
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep assessment sheets for each student's portfolio in order to get the educationalevidence on student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Quick Check



Guidelines for Implementation

1. Give students a few minutes to **review the quick check.**
2. Tell students to **check their answers in Listening A and complete the sentences with Zury's family members correctly.**
   - Remind students that **two of the expressions are extra.**
3. Demonstrate the activity with the first example and make sure that students understand what is required in the quick check.
4. Show students the correct answers in sequence either by writing them on the board or using a projector, smart board, book etc.
5. Monitor students for each answer, fill in the checklist according to students' answers.

Name Surname	Students can hear					
	1.Rosa	2.Emily	3.Tony	4.Matt	5.Sally	6.Lilly
Student A	✓	✗	✓	✓	✓	✗

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Which one(s) is/are **easy/difficult** to **hear**? Why?
2. Identify the percentage/number of the students who still have difficulties in **describing what people do** and those who have reached the class aim (i.e., now can **describe what people do**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.**).**
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening B

Scan it

Tapescript 7.2

Function: Describing what people do and expressing what people like

Learning Outcome: Students will be able to identify other people's jobs and likes in a short, simple oral text.

Expected Time: 30'

Preparation: Play ***Tapescript 7.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury472**. Be sure that the listening text is heard clearly by your students.

Listening B

Go to page 235

Zury sings a song to introduce different professions to his classmates.

Johny works at a hospital.
He is not a doctor.
He likes helping sick people.
Now think a little and find the correct job!
Wait until 3 and show us the correct card!
1-2-3!

Amy works at an airport.
She flies a plane up in the sky.
Now think a little and find the correct job!
Wait until 3 and show us the correct card!
1-2-3!

Gary works at a laboratory.
He does tests; he does experiments.
Now think a little and find the correct job!
Wait until 3 and show us the correct card!
1-2-3!

Ashley works at a restaurant.
She loves serving delicious meals.
Now think a little and find the correct job!
Wait until 3 and show us the correct card!
1-2-3!

Tapescript 7.2

Listen to the song, try to guess people's jobs and raise the correct card. Follow the example. Two of the pictures are extra.

Tommy works at a post office.
He delivers letters to everyone.
Now think a little and find the correct job!
Wait until 3 and show us the correct card!
1-2-3!

Daisy works at a clinic.
She loves animals and helps the sick ones.
Now think a little and find the correct job!
Wait until 3 and show us the correct card!
1-2-3!

Shirley works at a theatre.
She plays different roles; she acts, she sings.
Now think a little and find the correct job!
Wait until 3 and show us the correct card!
1-2-3!

Scan it for
Zury's animation

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What is the song about?**
4. Allow students to use their first language if necessary, but remodel in English:
   It is about different professions.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen to the song and try to guess people's jobs and raise the correct card.**
   - Remind students that **two of the pictures is extra.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 7.2** once for students to **listen to the song and try to guess people's jobs.**
8. Play **Tapescript 7.2** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 7.2

Voice-over: Zury sings a song to introduce different professions to his classmates'.

Listen to the song and try to guess people's jobs and raise the correct card. Follow the example. Two of the pictures are extra!

Johny works at a hospital. He is not a doctor. He likes helping sick people.

Now think a little and find the correct job! Wait until 3 and show us the correct card!

1-2-3!

Amy works at an airport. She flies a plane up in the sky.

Now think a little and find the correct job! Wait until 3 and show us the correct card!

1-2-3!

Gary works at a laboratory. He does tests; he does experiments.

Now think a little and find the correct job! Wait until 3 and show us the correct card!

1-2-3!

Ashley works at a restaurant. She loves serving delicious meals.

Now think a little and find the correct job! Wait until 3 and show us the correct card!

1-2-3!

Tommy works at a post office. He delivers letters to everyone.

Now think a little and find the correct job! Wait until 3 and show us the correct card!

1-2-3!

Daisy works at a clinic. She loves animals and helps the sick ones.

Now think a little and find the correct job! Wait until 3 and show us the correct card!

1-2-3!

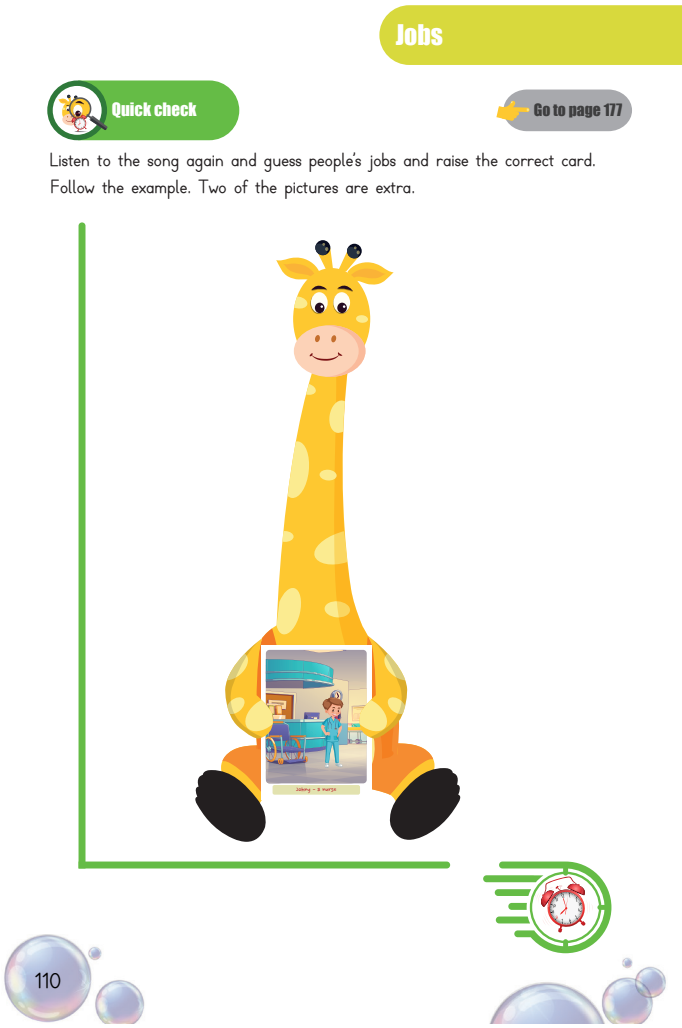
Shirley works at a theatre. She plays different roles. She acts, she sings.

Now think a little and find the correct job! Wait until 3 and show us the correct card!

1-2-3!

Show us the correct card!

Quick Check



Guidelines for Implementation

1. Give students a few minutes to **review the quick check.**
2. Tell students to **listen to the song again and guess people's jobs and raise the correct card.**
   - Remind students that **two of the pictures are extra.**
3. Demonstrate the activity with the first example and make sure that students understand what is required in the quick check.
4. Show students the correct answers in sequence either by writing them on the board or using a projector, smart board, book etc.
5. Monitor students for each answer, fill in the checklist according to students' answers.

Name Surname	Students can hear					
	Amy	Gary	Ashley	Tommy	Daisy	Shirly
Student A	✓	✗	✓	✓	✓	✗

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"guessed Johny's job/Amy's job/Gary's job/Ashley's job/Tommy's job/ Daisy's job/Shirley's job correctly?"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?
2. Identify the percentage/number of the students who still have difficulties in **describing what people do** and those who have reached the class aim (i.e., now can **describe what people do**):
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 7.2 once again.**
     - slow the pace of the lesson down (i.e:you may lengthen the duration of the activity.**).**
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

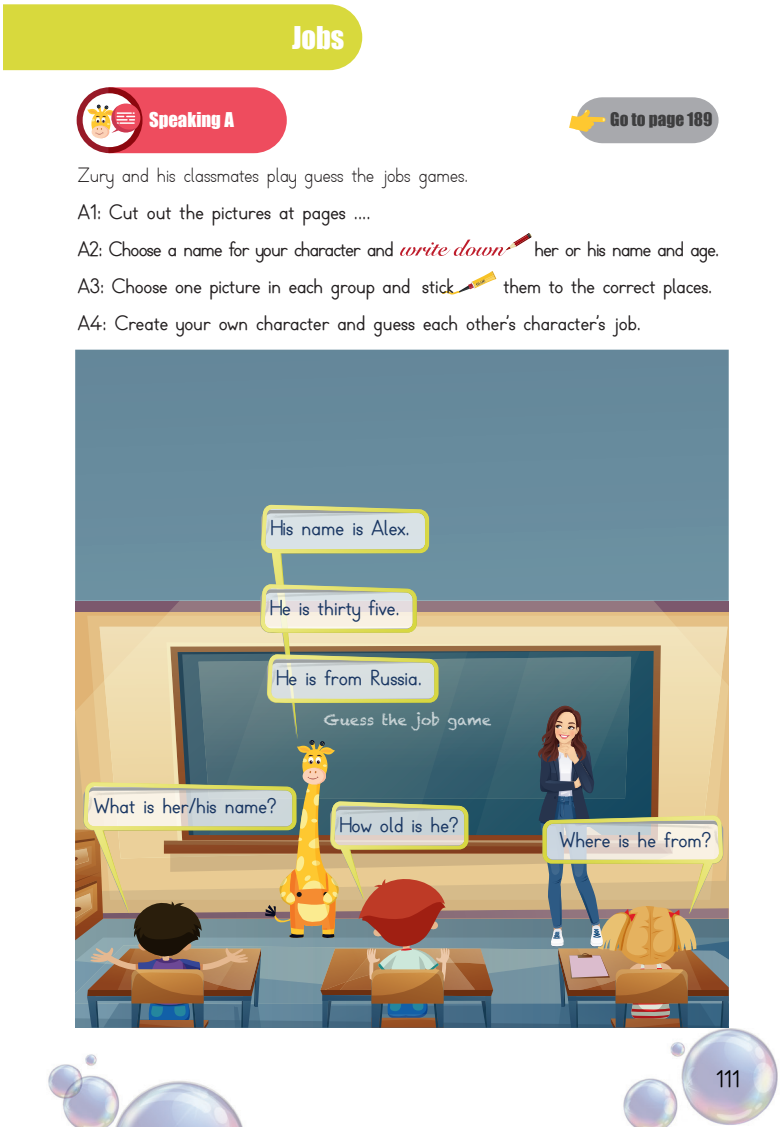
Speaking A

Function: Describing what people do and expressing what people like

Learning Outcome: Students will be able to talk about people's jobs and likes in simple conversations.

Expected Time: 40'

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



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and his classmates doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his classmates are playing guess the jobs games.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Ask students to **cut out the pictures at page……**
6. Encourage students to **stick the pictures to the correct places.**
   - *Remind students to have a look at “How to prepare the craft section” on page.....
7. Tell students to **create their own characters and guess each others’ characters’ job.**
8. Invite one of the confident students to model the activity for the rest of the class.
9. Give students enough time for the activity.
10. Monitor students, fill in the checklist according to students’ speaking skills.

Activity Tips

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **describe what people do.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	name	age	nationality/ country	uniform	likes	working place
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						

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **describing what people do** and those who have reached the class aim (i.e., can **describe what people do**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the talking about locations of things and apologizing.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Unit 8
MY CLOTHES

Listening A

Tapescript 8.1

Scan it

Function: Describing the weather

Learning Outcome: Students will be able to understand short oral texts about weather conditions and clothing.

Expected Time: 30'

Preparation: Play ***Tapescript 8.1.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury481**. Be sure that the listening text is heard clearly by your students.

My clothes

Listening A

Tapescript 8.1

Zury plans to travel all over Europe, so he listens to the weather forecast.

Listen and draw lines. Follow the example. Two of the icons are extra.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **Which cities do you see on the map?**
4. Allow students to use their first language if necessary, but remodel in English:
   Oslo, Berlin, Paris, Roma and Istanbul
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Ask students to **listen and draw lines.**

- Remind students that **two of the icons are extra.**

6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 8.1** once for students to **listen and draw lines**.
8. Play **Tapescript 8.1** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 8.1

Voice-over: Zury plans to travel all over Europe, so he listens to the weather forecast.

Listen and draw lines. Follow the example. Two of the icons are extra.

Reporter: Hello, everyone! Welcome to the weather forecast. Let's have a look at this week's forecast for the continent of Europe. In the north of the continent, in **Oslo,** Norway, the weather is **snowy.** It is also freezing cold.

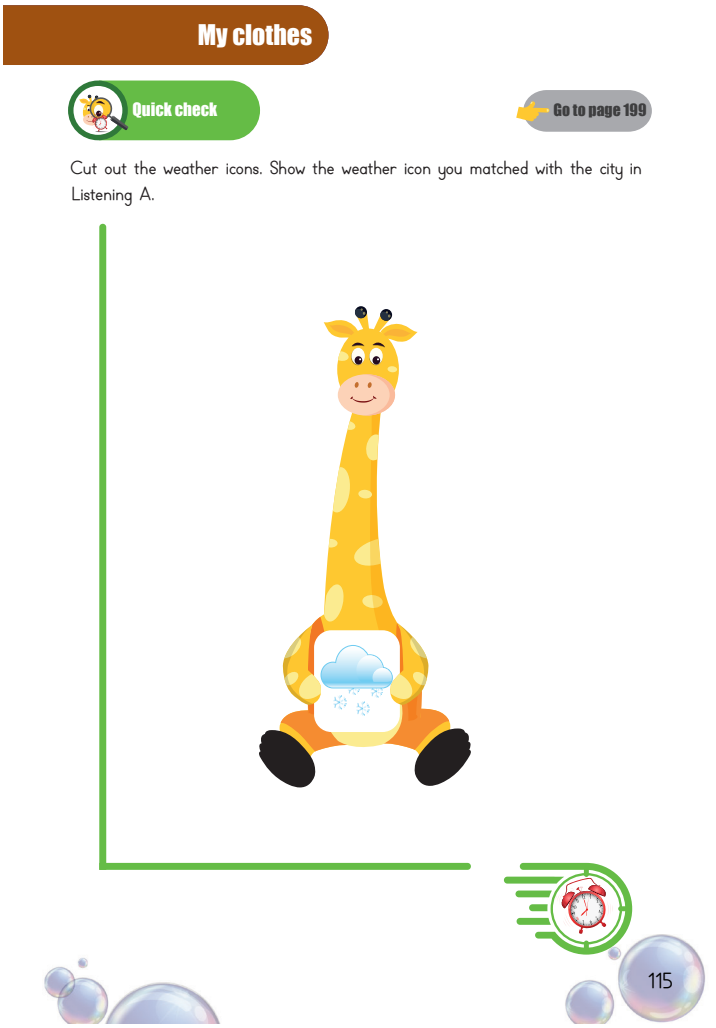
In Germany and particularly in the capital **Berlin,** it is cool and wet all week. There is **heavy rain** around the city.

In France, **Paris,** there is no rain, but it will be **cloudy** most of the time.

It is **windy** in **Rome** this week.

It is good news for the south of the continent, **Istanbul** in particular. The weather here is dry and hot. Very welcome sun! A lovely **sunny** week.

Quick Check



Guidelines for Implementation

1. Give students a few minutes to **review the quick check.**
2. Tell students to **cut out the icons and show the weather icon you matched with the city in Listening A.**
4. Demonstrate the activity with the first example and make sure that students understand what is required in the quick check.
5. Show students the correct answers in sequence either by writing them on the board or using a projector, smart board, book etc.
6. Monitor students for each answer, you may fill in the checklist according to students' answers if you want.

Name Surname	Students can hear				NOTES
	Sunny (in Istanbul)	Windy (in Rome)	Rainy (in Berlin)	Cloudy (in Paris)	
Student A	✓	✗	✓	✓	

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"snowy/sunny/rainy/windy/cloudy."**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?
2. Identify the percentage/number of the students who still have difficulties in **describing the weather** and those who have reached the class aim (i.e., now can **describe the weather):**
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 8.1 once again.**
     - slow the pace of lesson down, (i.e: you may lengthen the duration of the activity)
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep assessment sheets for each student's portfolio in order to get the educationalevidence on student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening B

Scan it

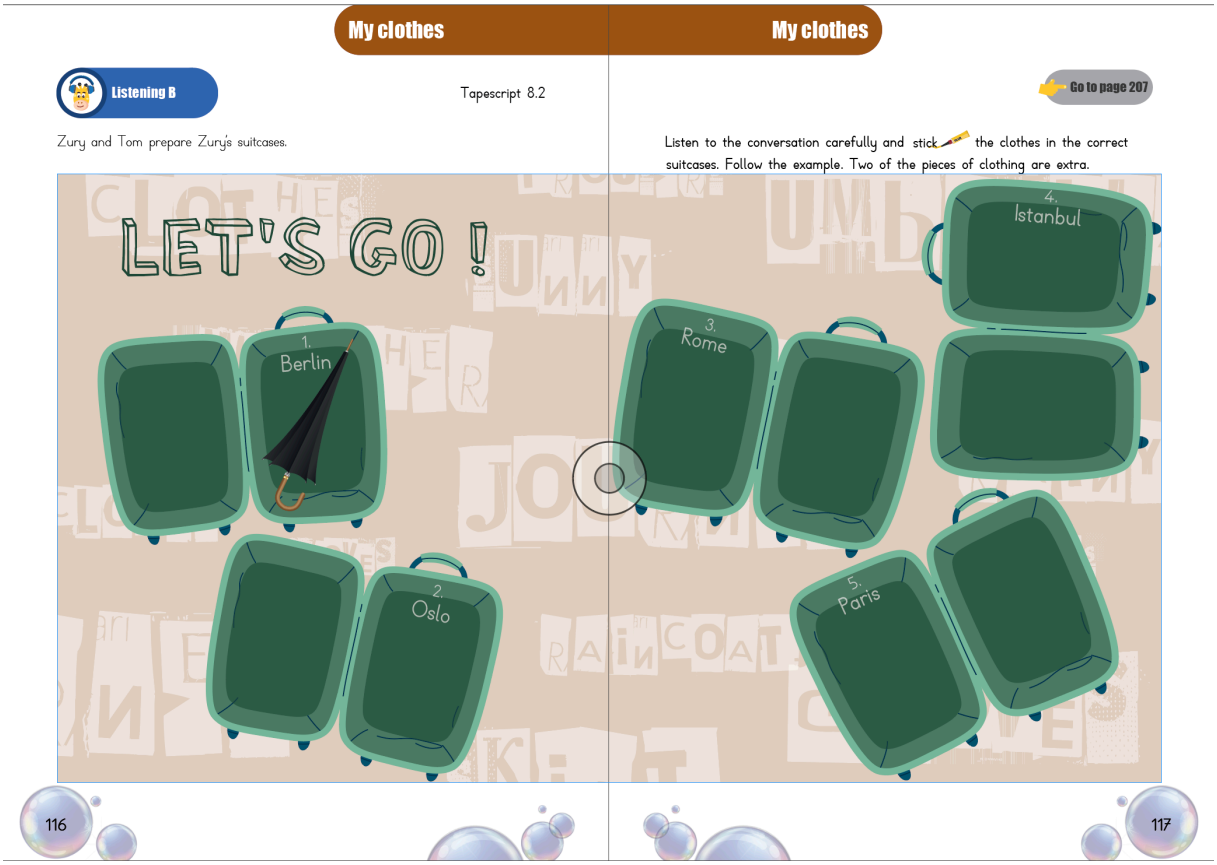
Tapescript 8.2

Functions: Describing the weather /Expressing basic needs

Learning Outcome: Students will be able to understand short oral texts about weather conditions and clothing.

Expected Time: 30'

Preparation: Play ***Tapescript 8.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury482**. Be sure that the listening text is heard clearly by your students.



My clothes

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **Whose suitcases are these?**
4. Allow students to use their first language if necessary, but remodel in English:
   They are Zury's. Zury and Tom are preparing Zury's suitcases.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Ask students to **listen to the conversation carefully and stick the clothes in the correct suitcases.**
   - Remind students that **two of the pieces of clothing are extra.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 8.2** once for students to **listen to the conversation carefully and stick the clothes in the correct suitcases.**
8. Play **Tapescript 8.2** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 8.2

Voice-over: Zury and Tom prepare Zury's suitcases.

Listen to the conversation carefully and stick the clothes in the correct suitcases. Follow the example. Two of the pieces of clothing are extra.

Zury: Hey Tom! Can you help me prepare my suitcases?

Tom: Of course, Zury! What's the weather like in **Berlin?**

Zury: It is rainy. I need my **umbrella.**

Tom: Don't forget to wear your **raincoat** there.

Zury: It is snowy in **Oslo.** I need my **gloves.** Can I borrow your **scarf?**

Tom: Sure! It is really cold, there.

...

Tom: The wind is blowing strong in **Rome.** Don't forget to take your pullover!

Zury: Hmm! I don't have it.

Tom: Then, take your **sweatshirt with you.**

Zury: OK. I also need my **trousers.**

Tom: What's the weather like in **Istanbul?**

Zury: It is sunny in Istanbul. I don't have sunglasses, but I can take my **hat.**

Tom: It is hot there. You can wear your **shorts.**

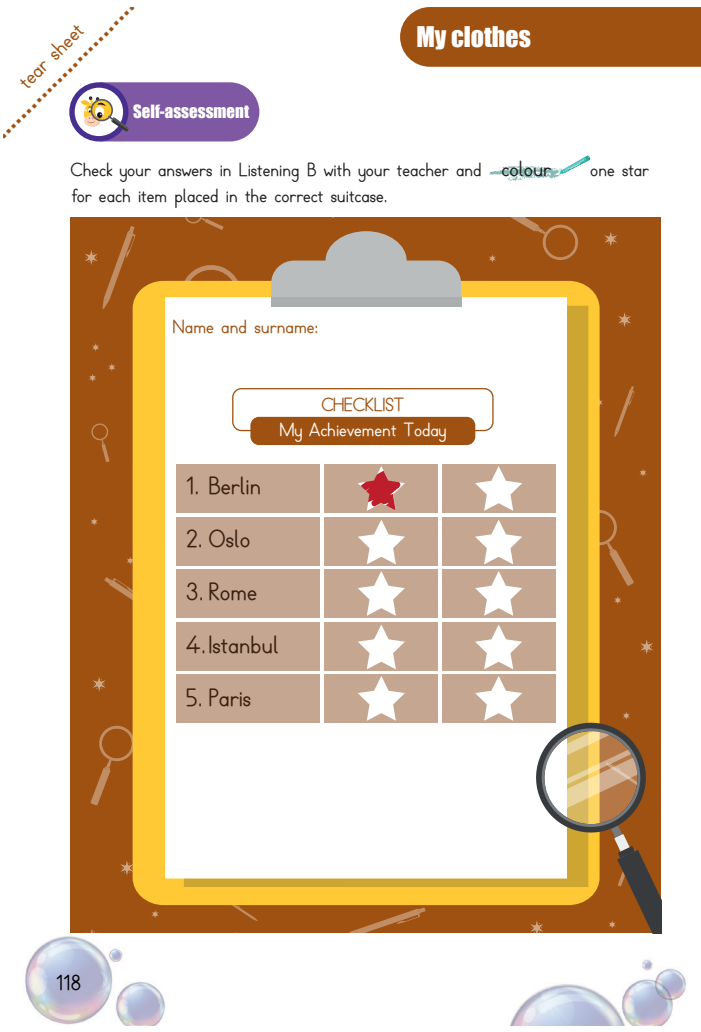
Zury: Hmm, **Paris** is cloudy.

Tom: Make sure you have your **jeans** and **shirt** in your suitcase.

Zury: Thank you for your help, Tom.

Tom: No worries. Enjoy your travel!

Self-assessment



Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Give students a few minutes to review **the self-assessment section.**
3. Tell students to **check their answers in Listening B with their teacher and colour one star for each item placed in the correct suitcase.**
4. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
5. Then, show students correct answers either by writing them on the board or using a projector, smart board, book etc.
6. Monitor students, encourage them to complete the self-assessment forms in 10-15 minutes.

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"two pieces of clothing in Berlin/two pieces of clothing in Oslo/two pieces of clothing in Rome/two pieces of clothing in Istanbul/two pieces of clothing in Paris"** correctly? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **understanding short oral text about weather conditions and clothing** and those who have reached the class aim (i.e., now can **understand all or almost all short oral texts about weather conditions and clothing**)
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 8.2 once again.**
     - slow the pace of lesson down, (i.e: you may lengthen the duration of the activity)
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep assessment sheets for each student's portfolio in order to get the educationalevidence on student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking A

Functions: Describing the weather/Expressing basic needs

Learning Outcome: Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations..

Expected Time: 40’

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

My clothes

Speaking A

Go to page 209

Zury and Jack talk about the weather and clothes.

Work in pairs. Do the craft and talk about the weather and clothes using positive and/or negative sentences. Follow Zury and Jack’s example.



119

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and Jack talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and Jack are talking about the weather and clothes.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **work in pairs.**
6. Ask students to **do the craft and talk about the weather and clothes.**
7. Invite one of the confident pairs to model the activity for the rest of the class.
8. Give students enough time for the activity.
9. Monitor students, fill the checklist according to students' speaking skills.

Activity Tips

- ✓ Allow students time to practise the activity in pairs.
- ✓ Set time limits for both preparation and implementation of the activity.
- ✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **describe the weather.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	What's the weather like?	It's rainy/snowy/ windy/hot/cold/sunny.	Rainy/sunny/snowy/ windy/hot/cold.	I need my umbrella/sweatshirt/ raincoat/trousers/shorts/hat/scarf/ sunglasses/jeans.	NOTES
Student A	pronounce correctly	✗	✗	✓	✓	
	structure correctly	✓	✗	✓	✓	
	use in a meaningful way	✗	✗	✓	✓	
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
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	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					
	pronounce correctly					
	structure correctly					
	use in a meaningful way					

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **describing the weather** and those who have reached the class aim (i.e., can **describe the weather**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening C

Scan it

Tapescript 8.3

Function: Naming the seasons of the year

Learning Outcome: Students will be able to recognize the names of the seasons and clothes in short oral text.

Expected Time: 30'

Preparation: Play ***Tapescript 8.3.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury483**. Be sure that the listening text is heard clearly by your students.

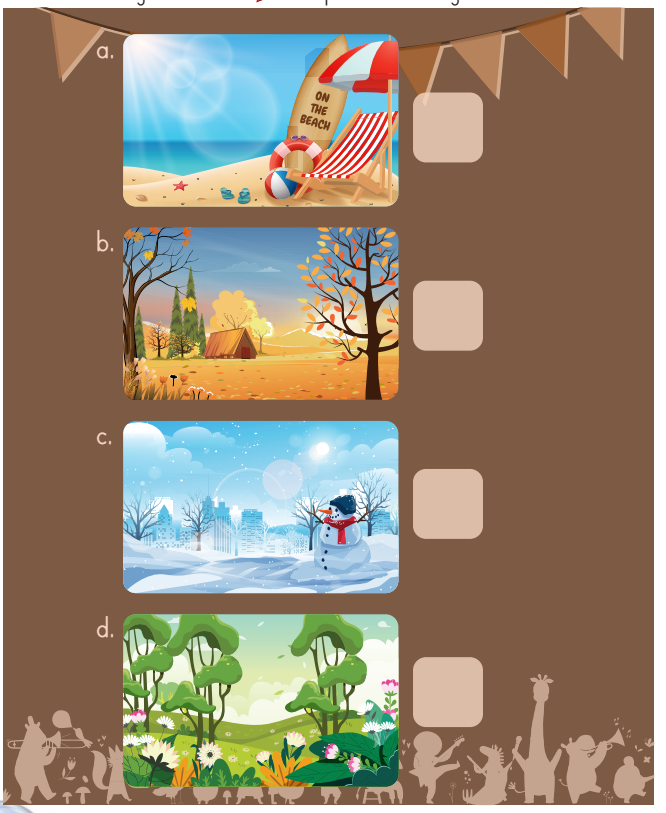
My clothes

Listening C

Tapescript 8.3

Zury sings a song about the seasons of the year.

Listen to the song and number 1 the pictures correctly.



Scan it for Zury's animation

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What do you see in the pictures? What is the song about?**
4. Allow students to use their first language if necessary, but remodel in English:
   There are some pictures of different seasons. The song is about different seasons.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen to the song and number the pictures correctly.**
6. Demonstrate the activity with an example and make sure that students understand what is required in the exercise.
7. **Play Tapescript 8.3** once for students to **listen to the song and number the pictures correctly.**
8. **Play Tapescript 8.3** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

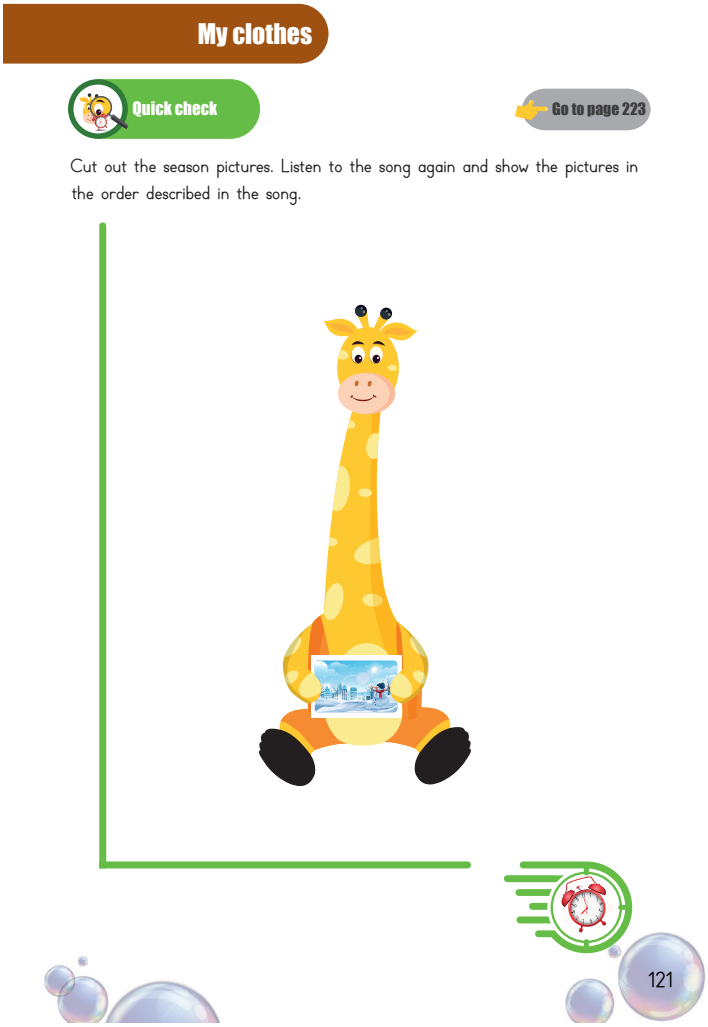
Tapescript 8.3

Voice-over: Zury sings a song about the seasons of the year.

Listen to the song and number the pictures correctly.

Four seasons in unique colours,
So, our life is full of adventures.
Rainy, sunny, cloudy or snowy…
Change your clothes daily.
Rainy, sunny, cloudy or snowy…
Change your clothes daily.
Take your coat. Don't forget your boots.
It's freezing cold. Please, put on your gloves.
Winter comes with heavy snow!
Rainy, sunny, cloudy or snowy…
Change your clothes daily.
Rainy, sunny, cloudy or snowy…
Change your clothes daily.
Wear your sweater. You need your trousers.
Leaves fall slowly. All days are windy.
Autumn nights are dark and cloudy.
Rainy, sunny, cloudy or snowy…
Change your clothes daily.
Rainy, sunny, cloudy or snowy…
Change your clothes daily.
Take your hat and put on your shorts.
It's very hot. The sun is shining bright!
Enjoy the **summer** a lot!
Rainy, sunny, cloudy or snowy…
Change your clothes daily.
Rainy, sunny, cloudy or snowy…
Change your clothes daily.
Take your coat and wear your shirt.
Flowers bloom quietly.
Then **spring** comes suddenly.
Rainy, sunny, cloudy or snowy…
Change your clothes daily.
Rainy, sunny, cloudy or snowy…
Change your clothes daily.

Quick Check



Guidelines for Implementation

1. Give students a few minutes to **review the quick check.**
2. Direct students to **go to pages 223**
3. Tell students to **cut out the seasons' pictures and listen to the song again and show the pictures in the order described in the song.**
4. Demonstrate the activity with an example and make sure that students understand what is required in the quick check.
5. Show students the correct answers in sequence either by writing them on the board or using a projector, smart board, book etc.
6. Monitor students for each answer, you may fill in the checklist according to students' answers if you want.

My clothes

Name Surname	Students can hear				NOTES
	Winter	Autumn	Spring	Summer	
Student A	✓	✓	✗	✓	

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"Autumn/Winter/Summer/Spring."**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?
2. Identify the percentage/number of the students who still have difficulties in **naming the seasons** and those who have reached the class aim (i.e., now can **name the seasons):**
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 8.3 once again.**
     - slow the pace of lesson down, (i.e: you may lengthen the duration of the activity)
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep assessment sheets for each student's portfolio in order to get the educationalevidence on student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking B

Function: Describing the weather

Learning Outcome: Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversation.

Expected Time: 40’

Preparation: Cut out pages …….. and copy them for the activity beforehand. Hang the season pictures on suitable walls in the classroom. Copy the weather icons and put them in a box or a bag.

Speaking B

Zury and his classmates talk about the seasons and weather.

Choose a card from the box. Go to the correct corner. Talk about the seasons and weather. Follow the example.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g? **What are Zury and his classmates talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his classmates are talking about the weather and the seasons.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **work in groups.**
6. Ask students to **choose a card from the box and go to the correct corner.**
7. Encorage students to **talk about the seasons and weather.**
8. Invite one of the confident students to model the activity for the rest of the class.
9. Give students enough time for the activity.
10. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips

✓ Allow students time to practise the activity in pairs or groups.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **describe the weather.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	It is hot/ sunny/ cloudy/ rainy in summer	It is cold/ freezing/ snowy in winter	It is rainy/ cloudy/ foggy in autumn/fall	It is sunny/ rainy/ foggy/ sunny in spring	It is not ... in summer	It is not ... in spring	It is not ... in autumn/ fall	It is not ... in winter
Student A	pronounce correctly	✗	✗	✓	✓	✗	✗	✓	✓
	structure correctly	✓	✗	✓	✓	✓	✗	✓	✓
	use in a meaningful way	✗	✗	✓	✓	✗	✗	✓	✓
	pronounce correctly								
	structure correctly								
	use in a meaningful way								
	pronounce correctly								
	structure correctly								
	use in a meaningful way								
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	pronounce correctly								
	structure correctly								
	use in a meaningful way								
	pronounce correctly								
	structure correctly								
	use in a meaningful way								

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in using the expressions about **describing the weather** and those who have reached the class aim (i.e., can **describe the weather**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking C

Functions: Describing the weather/Making simple request

Learning Outcomes: Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations./Students will be able to make simple request about borrowing.

Expected Time: 40'

Preparation: Ask your students to bring their scissors and glue for the activity beforehand.

My clothes

Speaking C

Go to page 231

Zury's classmates talk about their needs and weather.

Work in pairs. Do the craft. Create similiar dialogues. Follow the example.



123

My clothes

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g? **What are Zury's classmates talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   They are talking about their needs and weather.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **work in pairs.**
6. Ask students to **do the craft.**
7. Encorage students to **ask and answer questions about needs and weather.**
8. Invite one of the confident pairs to model the activity for the rest of the class.
9. Give students enough time for the activity.
10. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips

✓ Allow students time to practise the activity in pairs.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **describe the weather and express basic needs and make simple request about borrowing.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	What's the weather like?	(It's) rainy/ snowy/windy/ hot/cold/sunny.	Can I borrow your umbrella/sweatshirt/ raincoat/trousers/shorts/hat/scarf/ sunglasses/jeans?	No. Sorry, it is/they are dirty/broken. Yes,of course. Here you are.
Student A	pronounce correctly	✓	✗	✓	✗
	structure correctly	✓	✗	✓	✗
	use in a meaningful way	✗	✗	✓	✓
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
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	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **describing the weather and express their basic needs and making simple request about borrowing** and those who have reached the class aim (i.e., can **describe the weather and express their basic needs and make simple request about borrowing**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Unit 9
MY FRIENDS

Listening A

Scan it

Tapescript 9.1

Function: Describing people

Learning Outcome: Students will be able to understand the main point in short, clear, simple messages and announcements.

Expected Time: 30'

Preparation: Play ***Tapescript 9.1.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury491**. Be sure that the listening text is heard clearly by your students.

Listening A

Today is the parent-teacher conference day in Zury's school. The students' relatives are waiting in the corridor and the students describe them to their classmates.

Tapescript 9.1

Listen and *write down* the numbers of the relatives in the boxes. Follow the example. Two of the characters are extra.

1. Ella 2. Emily 3. Henry 4. Leo 5. Luna 6. Mila 7. Thomas



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are they doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   They are Zury and his classmates' relatives. They are waiting in the corridor for the parent-teacher conference.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Ask students to **listen and write down the numbers of the relatives in the boxes.**
   - Remind students that **two of the characters are extra.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 9.1** once for students to l**isten and write down the numbers of the relatives in the boxes.**
8. Play **Tapescript 9.1** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 9.1

Voice-over: Today is the parent-teacher conference day in Zury's school. The students' relatives are waiting in the corridor and the students describe them to their classmates.

Listen and write down the numbers of the relatives in the boxes. Follow the example. Two of the characters are extra!

Mrs Walker: Welcome to our first term parent-teacher conference.

Zury: Hey, guys! My mom is here. She is **tall,** and she has **fair hair.**

Tom: Hmmm. Is she wearing **a colourful scarf?**

Zury: Oh yes! Her name is **Emily.**

Nora: Oh, you look like each other! Look at this **old and slim gentleman!** He is very **handsome.** He has **a black umbrella** and **a grey hat.**

Jack: Who is he?

Nora: He is my grandpa, **Leo.**

Jack: My mother is here. She is **middle-aged.** She has **straight brown hair,** and she is wearing **a purple jacket.**

Nora: What is her name?

Jack: Her name is **Ella.** She is best friend.

Marry: My dad is here! He is **slim.** He has **long legs, a big nose,** and **blue eyes.** His name is **Thomas.**

Tom: How nice! And this **beautiful old lady** is my grandma. She is wearing **a lovely black dress.**

Emily: Does she have a brown hat?

Tom: No. She has **a green hat,** and her name is **Mila.**

Emily: Well, let me show you my father.

Harry: What does he look like?

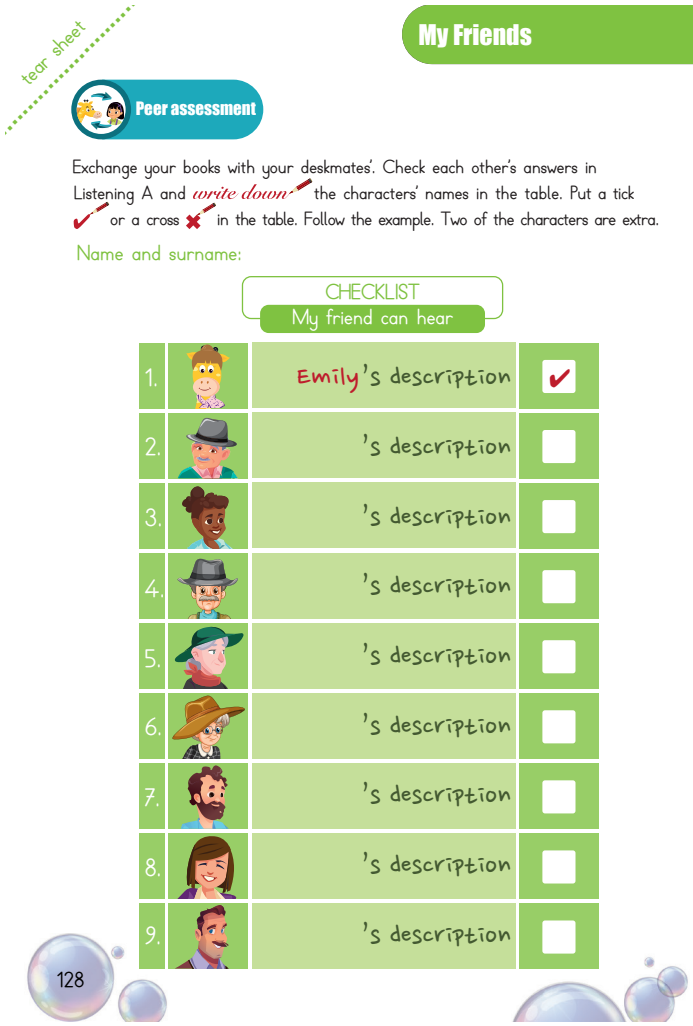
Emily: He is **plump. He has long legs** and **a small nose.**

Harry: Does he have **dark brown eyes?**

Emily: Yes, and his name is **Henry.**

Harry: This nice woman is my mum. She is **young.** She has **wavy brown hair,** and she is wearing **a purple skirt.** Her name is **Luna!**

Peer Assessment


tear sheet

My Friends

Peer assessment

Exchange your books with your deskmates'. Check each other's answers in Listening A and *write down* the characters' names in the table. Put a tick ✔ or a cross ✖ in the table. Follow the example. Two of the characters are extra.

Name and surname:

CHECKLIST

My friend can hear

1.		Emily's description	✔
2.		's description	
3.		's description	
4.		's description	
5.		's description	
6.		's description	
7.		's description	
8.		's description	
9.		's description	

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Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Give students a few minutes to review **the peer assessment section.**
3. Tell students to **exchange their books with their deskmates'.**
4. Tell students to **put a tick or a cross in the table.**
   - Reminds students that **two of the characters are extra.**
5. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
6. Then, show students correct answers either by writing them on the board or using a projector, smart board, book etc.
7. Students do the activity on their own, **using Listening A as a reference.**
8. Monitor students, encourage them to complete the peer assessment forms in 10-15 minutes.
8. Ask students to **take their books back and review their friends' check.**

9.Tell students to have a look at "Time to think about my work today" section on page....and colour one icon in each line.

Assessment and Feedback

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

   › How many **correct answers** do you have?

   › Who heard **"Emily's!/Ella's/Henry's/Leo's/Luna's/Mila's/Thomas's description"**? Raise your hands.

   › Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **describing people and their features** and those who have reached the class aim (i.e., now can **describe all or almost all of the features**):

   ✓ If the number of students having difficulty in activity is high (more than 70%),

   › have students **listen to Tapescript 9.1 once again.**

   › slow the pace of lesson down (i.e: you may lengthen the duration of the activity.).

   › vary listening activities focusing on common mistakes and considering the students' needs.

   ✓ If the number of students having difficulty in activity is low (less than 30%),

   › practise with students who need help focusing on individual mistakes.

   › differentiate listening activities considering students' needs.

   › give extra tasks to students implementing the activity successfully to challenge them.

   › support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening B

Scan it

Tapescript 9.2

Function: Talking about possessions

Learning Outcome: Students will be able to understand short, oral texts about possessions.

Expected Time: 30'

Preparation: Play ***Tapescript 9.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury492**. Be sure that the listening text is heard clearly by your students.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **Where are Zury and his friends?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his friends are at the 'Us in our old age' party.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Ask students to **listen and stick the masks to the correct characters.**
   - Remind students that **two of the masks are extra.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 9.2** once for students to **listen and stick the masks to the correct characters.**
8. Play **Tapescript 9.2** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 9.2

Voice-over: Zury and his friends are at the "Us in our old age" party.

Listen and stick the masks to the correct characters. Follow the example. Two of the masks are extra!

Mrs Walker: Oh, my god! Is this you, **Zury?**

Zury: Yes, Mrs Walker. Do you like **my moustache?**

Mrs Walker: Yes, you look like a middle-aged gentleman. Your **curly blond hair** looks great!

Zury: Thank you, Mrs Walker.

Mrs Walker: You all look very different! Which one is **Tom?**

Zury: Over there! He has **big glasses** and **a brown moustache.**

Mrs Walker: Well! I can't see **Nora.** Where is she?

Zury: Hmm! Let me have a look! She has **a hairband.**

Mrs Walker: Does she have **long black hair?**

Zury: Yes, she does. What about **Mary?**

Mrs Walker: Oh, she has **short grey hair** and **beautiful green eyes.**

Zury: Hmm, she looks like a pretty woman.

Mrs Walker: I can't find **Jack.** Has he got **a long beard?**

Zury: No, he doesn't. He has **a short beard and a green hat.**

Mrs Walker: What does **Harry** look like with his mask on?

Zury: He looks like a grandpa. He is **bald,** and he has **a long beard.**

Mrs Walker: He is very charming. And this nice woman must be **Emily!**

Zury: Yes, she has **a colourful headscarf and sunglasses.**

Quick Check



Guidelines for Implementation

1. Give students a few minutes to **review the quick check.**
2. **Go to page 503 to cut out the characters' masks.**
3. Raise the masks acording to their numbers and ask your students whose masks they are.
4. Tell students to **check their answers in Listening B and write down their answers on a piece of paper and give them to you.**
5. Demonstrate the activity with the first example and make sure that students understand what is required in the quick check.
6. Show students the correct answers in sequence either by writing them on the board or using a projector, smart board, book etc.
7. Monitor students for each answer, you may fill in the checklist according to students' answers if you want.

Name Surname	Students can hear					
	Tom 's mask description	Jack 's mask description	Marry's mask description	Emily's mask description	Harry's mask description	Nora 's mask description
Student A	✓	✗	✓	✗	✓	✓

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"Zury's/Tom's/Nora's/Mary's/Jack's/Harry's/Emily's mask description."**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?
2. Identify the percentage/number of the students who still have difficulties in **describing people** and those who have reached the class aim (i.e., now can **describe people):**
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 9.2 once again.**
     - slow the pace of lesson down, (i.e: you may lengthen the duration of the activity)
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep assessment sheets for each student's portfolio in order to get the educationalevidence on student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking A

Function: Talking about possessions

Learning Outcome: Students will be able to describe their friends and other people.

Expected Time: 40’

Preparation:

My friends

Speaking A

Go to page 241

Zury and Tom describe their best friends to each other. They try to design their best friends' identikit.

Work in pairs. Follow Zury and Tom's example and create similiar dialogues.



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My friends

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and his classmates talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his classmates describe their best friends to each other. They try to design their best friends' identikit.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **work in pairs.**
6. Ask students to **ask and answer questions about their best friends' physical characteristics.**
7. Invite one of the confident pairs to model the activity for the rest of the class.
8. Give students enough time for the activity.
9. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips

✓ Allow students time to practise the activity in groups.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **describe people.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	What does your best friend look like?	S/he is…(bald/tall/plump/ slim/thin/handsome/ beautiful etc…)	S/he has… (…eyes/curly/dark/ straight/long/short hair etc...)	NOTES
Student A	pronounce correctly	✓	✗	✓	✗
	structure correctly	✓	✗	✓	✗
	use in a meaningful way	✗	✗	✓	✓
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
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	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in **describing people** (i.e., can **describe people**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking B

Tapescript 9.3 Scan it or click Tapescript 9.4 Scan it or click

Function: Talking about possessions

Learning Outcome: Students will be able to ask and answer questions about other people's physical characteristics.

Expected Time: 40'

Preparation: Cut out pages 511 and copy them according to the number of the group members for the activity beforehand. You are supposed to divide your classes into groups of four. Play ***Tapescript 9.3.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury493**. Be sure that the listening text is heard clearly by your students. Play ***Tapescript 9.4.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury494**. Be sure that the listening text is heard clearly by your students.

Scan it

Speaking B

Tapescript 9.3 | Tapescript 9.4

Zury is at his grandparent's home on Saturday. Somebody takes Zury's grandparent's jewellery box from the bedroom. Zury reports the incident to a policeman.

B1: Listen to Tapescript 9.3, discuss in groups and decide the guilty ones.

B2: Describe each of the character to the other groups.

B3: Listen to Tapescript 9.4 and check whether your guesses are correct.



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Scan it for Zury's animation

Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and his family talking about to the policeman?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury is at his grandpa's home on Saturday. Somebody takes the jewellery box in the bedroom. Zury report the incident to a policeman.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **work in groups.**
6. Ask students to **listen to the Tapescript 9.3 discuss and decide the guilty ones in groups.**
   - Make sure that students **describe each character to other groups one by one.**
7. Ask students to listen to **Tapescript 9.4 and check your guess with the real ones.**
8. Invite one of the confident students to model the activity for the rest of the class.
9. Give students enough time for the activity.
10. Monitor students, fill in the checklist according to students' speaking skills.

Tapescript 9.3

Voice-over: Zury is at his grandparent's home on Saturday. Somebody takes Zury's grandparents' jewellery box from the bedroom. Zury reports the incident to a policeman.

Listen to Tapescript 9.3, discuss in groups and try to find the responsible people.

Policeman: (Telsiz sesi) Zury! Can you tell me who came to the house today?

Zury: Hmm! Let me think. Early in the morning, my grandpa's doctor and nurse were in the house. Then, their driver and a postman visited us.

Policeman: So, there were four visitors in total in the morning. Ok, what happened next? Who else was here?

Zury: In the afternoon, two gardeners and two painters came in to finish their work.

Policeman: Got it. Anything else?

Zury: In the evening, their two cooks and chef prepared dinner for us. I almost forgot! Their vet was also in the house to examine our dog, Daisy!

Policeman: Thank you for the details! We will find the guilty ones and call you back soon!

Tapescript 9.4

Voice-over:

Listen to the song and find the guilty ones!

Let's find out who is guilty!

Come here and listen to me!

Write down the details carefully!

Isabella???? Gabrielle???

William or Dimitri?

He is **short and fat.**

Now, think carefully and wait!

He has **wavy grey hair.**

It is time to share!

Here comes another clue!

His eyes are **light blue.** So, this must be **Dimitri?**

She is **tall and thin.**

Now, think carefully and sing!

She has **fair curly hair.**

It is time to share!

Here comes another clue!

Her eyes are **bright green.** So, this must be **Isabella!**

She is **tall and fat.**

Now, think carefully and wait!

She has **short black hair.**

It is time to share!

Here comes another clue!

Her eyes are **dark blue.** So, this must be **Gabrielle!**

He is **short and thin.**

Now, think carefully and sing!

He has **long blond hair.**

It is time to share!

Here comes another clue!

His eyes are very **big.** So, this must be **William!**

Isabella???? Gabrielle???

William and Dimitri? All of them are guilty!

Activity Tips

✓ Allow students time to practise the activity in pairs or groups.

✓ Set time limits for both preparation and implementation of the activity.

✓ Monitor and praise students throughout the activity.

*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can talk about the weather conditions.
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can				NOTES
Student A	pronounce correctly	✓	✗	✓	✗
	structure correctly	✓	✗	✓	✗
	use in a meaningful way	✗	✗	✓	✓
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
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	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				
	pronounce correctly				
	structure correctly				
	use in a meaningful way				

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in using the expressions about **describing people** (i.e., can **describe people**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Unit 10
FOOD AND DRINKS

Listening A

Scan it

Tapescript 10.1

Function: Making offers

Learning Outcome: Students will be able to recognize simple words and phrases about food and drinks.

Expected Time: 30'

Preparation: Play ***Tapescript 10.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury4101**. Be sure that the listening text is heard clearly by your students.

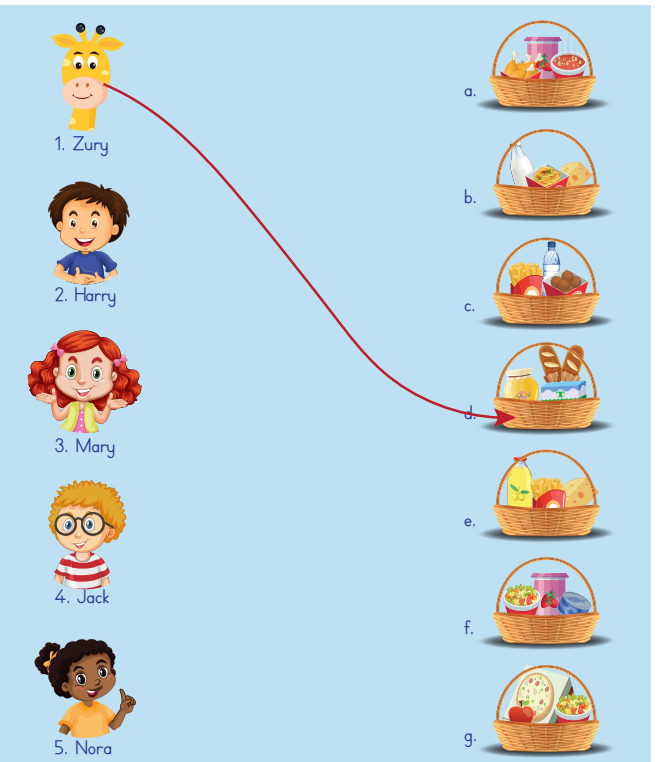
Food and drinks

Listening A

Tapescript 10.1

Zury and his classmates prepare baskets for the food fair at their school.

Listen and draw lines to match the characters with the correct baskets. Follow the example. Two of the baskets are extra.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and his classmates doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his classmates are preparing baskets for the food fair at their school.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Ask students to **listen and draw lines to match the characters with the correct baskets.**
   - Remind students that **two of the baskets are extra.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 10.1** once for students to **listen and draw lines to match the characters with the correct baskets.**
8. Play **Tapescript 10.**1 again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercises.

Tapescript 10.1

Voice-over: Zury and his classmates prepare baskets for the food fair at their school.

Listen and draw lines to match the characters with the correct baskets. Follow the example. Two of the baskets are extra!

Hey, guys! I'm **Zury.**

I am preparing some food and drinks with my mummy.

I want some **bread, some butter** and **some honey.**

Is everybody ready?

Look, kids! I'm **Harry.**

I am preparing some food and drinks with Kitty.

I want **some pasta, some cheese** and **some milk.**

Come here and let's eat and drink!

Hi, guys! I'm **Mary.**

I am preparing some food and drinks with my father.

I want some **meatballs, some chips** and **some water.**

I am a food master!

Hello, friends! I am **Jack!**

I am preparing some food and drinks with my aunt.

I want **some chicken, some soup** and **some fruit yoghurt.**

Wait for me just a moment!

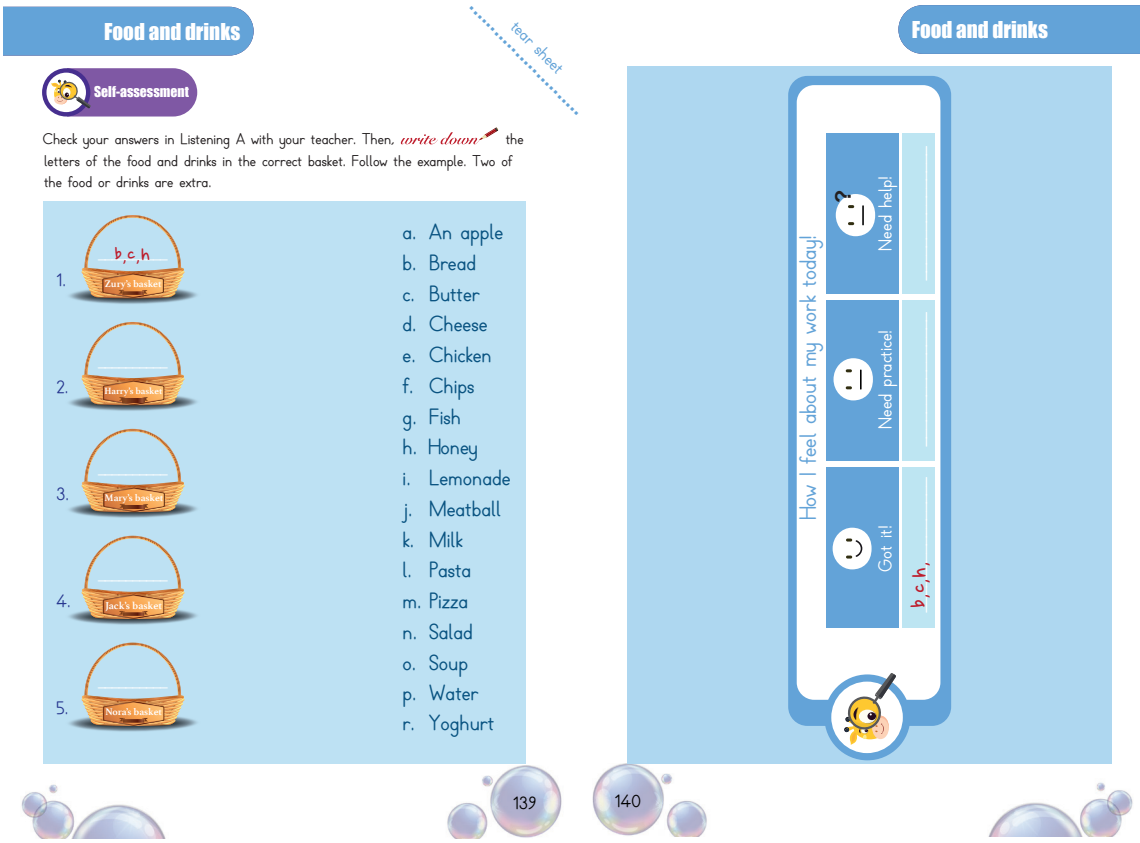
Hi, I am **Nora!**

I am preparing some food and drinks with my uncle.

I want **some pizza, some salad** and **an apple.**

Here we go; see you later!

Self-assessment



Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Give students a few minutes to review **the self-assessment section.**
3. Ask students t check their answers in Listening A with their teacher and write down the letters of the food and drinks in the correct basket.
   - Reminds students that **two of the food and drinks are extra.**
4. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
5. Then, show students the correct answers either by writing them on the board or using a projector, smart board, book etc.
6. Monitor students, encourage them to complete the self-assessment forms in 10-15 minutes.

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"Zury's?/Harry's/Mary's/Jack's/Nora's basket"**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **making offers** and those who have reached the class aim (i.e., now can **make offers**)
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 10.1 once again.**
     - slow the pace of lesson down, (i.e: you may lengthen the duration of the activity)
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening B

Scan it

Tapescript 10.2

Functions: Making simple inquiries

Learning Outcome: Students will be able to understand the offers about their basic needs.

Expected Time: 30'

Preparation: Play ***Tapescript 10.2.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury4102**. Be sure that the listening text is heard clearly by your students.

Food and drinks

Listening B

Tapescript 10.2

Zury helps Mrs Walker sell food and drinks at the food fair for charity.

Listen and circle the correct food or drink(s) for each character. Follow the example.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury's friends doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury is helping Mrs Walker sell food and drinks at the food fair for charity.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and circle the correct food or drink(s) for each character.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 10.2** once for students to **listen and circle the correct food or drink(s) for each character.**
8. Play **Tapescript 10.2** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 10.2

Voice-over: Zury helps Mrs Walker sell food and drinks at the food fair for charity.

Listen and circle the correct food or drink(s) for each character! Follow the example.

1. **Mrs Walker:** Welcome to our food fair. You can see the food stand on the right side, and the drinks on the left.
   Nora: Hmm, everything looks yummy!
   Zury: Yes, **Nora!** Would you like to eat something?
   Nora: Oh, yeah! I am very hungry! I want **a sandwich** and **a glass of lemonade**.
   Zury: Coming. Here you are!
2. **Harry:** Hey, Zury! I am really thirsty.
   Zury: Oh, **Harry!** What about **a glass of ice tea?**
   Harry: Yes, and **two cupcakes,** please!
   Zury: Ready!
3. **Zury:** Would you like to eat or drink something, **Mary?**
   Mary: Hmm, Zury! Just a snack. **A cup of coffee** and **some banana pudding,** please!
4. **Tom:** I feel hungry, too, Zury!
   Zury: Hey, **Tom!** Do you want to eat a hamburger?
   Tom: No, thanks. I don't eat fast food!
   Zury: How about eating **fish** and **salad with olives?**
   Tom: Great idea! Thank you!
5. **Emily:** It is really hot!
   Zury: Want some ice cream, **Emily?**
   Emily: Maybe later! I want **a glass of orange juice** and **a hot dog,** please!
   Zury: Almost ready!
6. **Zury:** Can I help you, **Jack?** Are you hungry?
   Jack: Yes, I am. Is there some pizza?
   Zury: Just finished! What about **spaghetti?**
   Jack: Sounds good! And **a glass of fruit juice!**

Peer Assessment



Guidelines for Implementation

1. Remind students to **write their names in the given space.**
2. Give students a few minutes to review **the peer assessment section.**
3. Tell students to **check your answers in Listening B**
4. Ask students to exchange their books with their deskmates'and check each other's answer in Listening A and put a tick in the box if their friend's answer is correct.
5. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
6. Then, show students the correct answers either by writing them on the board or using a projector, smart board, book etc.
7. Students do the activity on their own, **using Listening B as a reference.**
8. Monitor students, encourage them to complete the peer assessment forms in 10-15 minutes.
9. Ask students to **take their books back and review their friends' check.**

Name Surname	Students can hear					NOTES
	Students can	ladybird 2	pigeon 3	bear 4	tiger 5	
Student A	can spell	✓	✗	✗	✗	
	can hear	✓	✓	✗	✓	
	can spell					
	can hear					
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Assessment and Feedback

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

   › How many **correct answers** do you have?

   › Who heard **"Nora's/Ella's/Harry's/Mary's/Tom's/Emily's/Jack's need."**? Raise your hands.

   › Which one(s) is/are **easy/difficult** to **hear?** Why?

***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. Identify the percentage/number of the students who still have difficulties in **describing people and their features** and those who have reached the class aim (i.e., now can **describe people and their features**):

   ✓ If the number of students having difficulty in activity is high (more than 70%),

   › have students **listen to Tapescript 10.2 once again.**

   › slow the pace of lesson down (i.e: you may lengthen the duration of the activity.).

   › vary listening activities focusing on common mistakes and considering the students' needs.

   ✓ If the number of students having difficulty in activity is low (less than 30%),

   › practise with students who need help focusing on individual mistakes.

   › differentiate listening activities considering students' needs.

   › give extra tasks to students implementing the activity successfully to challenge them.

   › support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above.
- You may keep assessment sheets for each student's portfolio in order to gather educational evidence on the student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Listening C

Scan it

Tapescript 10.3

Functions: Making simple inquiries

Learning Outcome: Students will be able to identify others' needs and feelings in simple oral texts.

Expected Time: 30'

Preparation: Play ***Tapescript 10.3.*** either scanning the QR code at the top of the page or downloading it from **http://meb.ai/Zury4103**. Be sure that the listening text is heard clearly by your students.

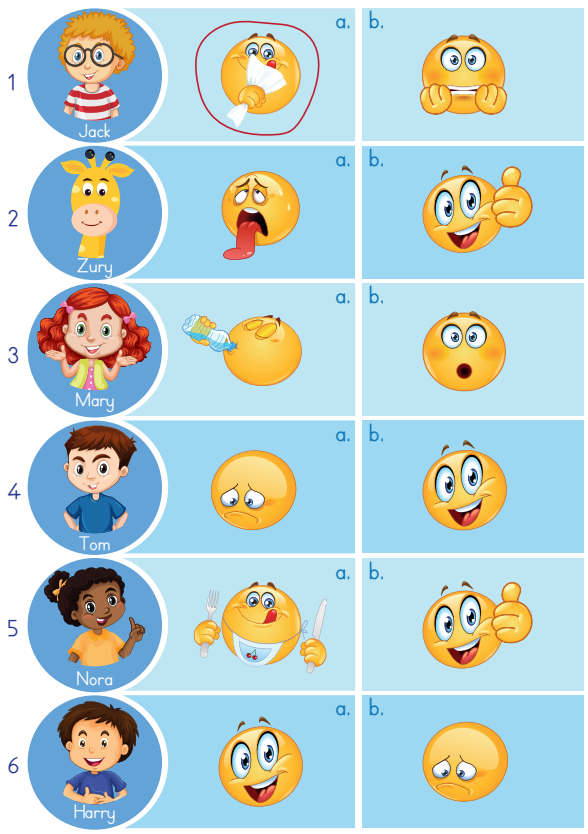
Food and drinks

Listening C

Tapescript 10.3

Zury and his classmates talk about their needs and feelings.

Listen and circle the correct emoji. Follow the example.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury's classmates talking about?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his classmates are talking about their needs and feelings.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students to **listen and circle the correct emoji.**
6. Demonstrate the activity with the first example and make sure that students understand what is required in the exercise.
7. Play **Tapescript 10.3** once for students to **listen and circle the correct emoji.**
8. Play **Tapescript 10.3** again for students to **check their answers.**
9. Monitor students and encourage them to complete the exercise.

Tapescript 10.1

Voice-over: Zury and his classmates talk about their needs and feelings.

Listen and circle the correct emoji. Follow the example.

Zury: Hey, **Jack!** It is an excellent event, isn't it?

Jack: Yes, you are right, **Zury!** I am still **full.**

Zury: Maybe you can drink some herbal tea. Oh! I have lots of things to do, and I feel very **tired!**

Mary: You really need a break, Zury! Would you like to join us?

Zury: Great idea, **Mary!**

Mary: I am **thirsty!** We are going to a café with **Tom.**

Tom: I am sorry, Mary, but I **don't feel well** now. I need to have a rest at home.

Nora: Take care, Tom!

Harry: Hey, **Nora!** Are you OK? You don't look well!

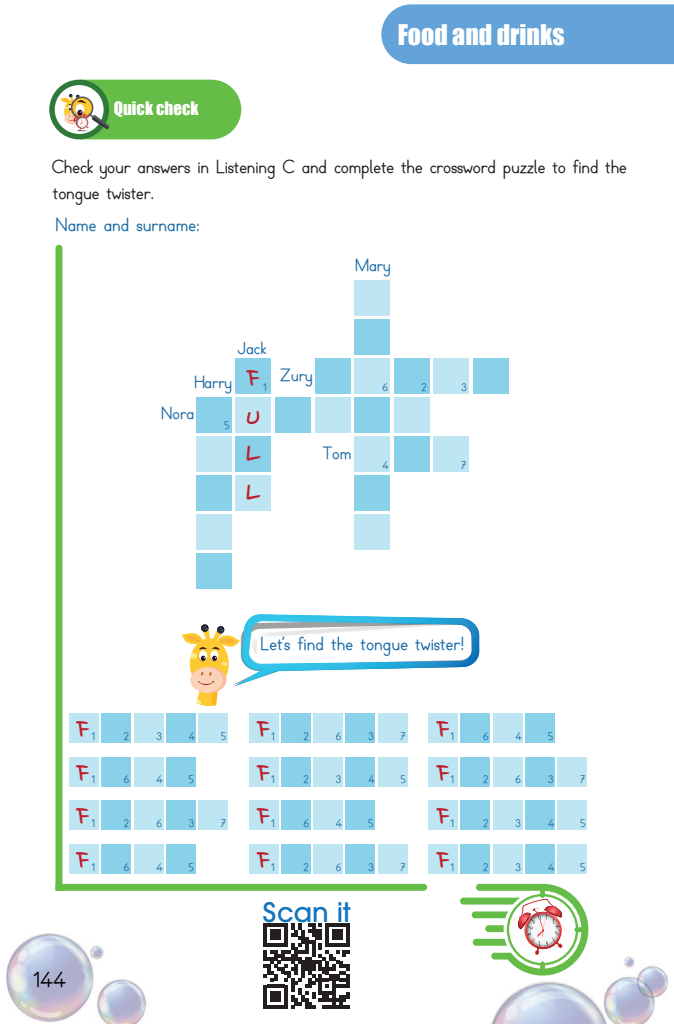
Nora: Oh! I am very **hungry.**

Zury: Then, join us! Would you like to come with us, **Harry?**

Harry: Why not? I am **happy** to have friends like you.

Emily: We are always better together!

Quick Check



Guidelines for Implementation

1. Give students a few minutes to **review the quick check.**
2. Tell students to **check their answering Listening C and complete the crossword puzzle to find the tongue twister.**
3. Demonstrate the activity with an example and make sure that students understand what is required in the quick check.
4. Show students the correct answers in sequence either by writing them on the board or using a projector, smart board, book etc.
5. Monitor students for each answer, you may fill in the checklist according to students' answers if you want.

Name Surname	Students can hear					NOTES
	Mary is thirsty.	Tom doesn't feel well.	Nora is hungry.	Harry is happy.	Zury is tired.	
Student A	✓	✓	✗	✓	✓	

Assessment and Feedback

1. Encourage the students to **discuss their answers using prompt questions** such as:
   - How many **correct answers** do you have?
   - Who heard **"Zury/Tom/Nora/Mary/Harry. "**? Raise your hands.
   - Which one(s) is/are **easy/difficult** to **hear?** Why?
2. Identify the percentage/number of the students who still have difficulties in **describing basic needs and feelings** and those who have reached the class aim (i.e., now can **describe basic needs and feelings):**
   - ✓ If the number of students having difficulty in activity is high (more than 70%),
     - have students **listen to Tapescript 10.3 once again.**
     - slow the pace of lesson down, (i.e: you may lengthen the duration of the activity)
     - vary listening activities focusing on common mistakes and considering the students' needs.
   - ✓ If the number of students having difficulty in activity is low (less than 30%),
     - practise with students who need help focusing on individual mistakes.
     - differentiate listening activities considering students' needs.
     - give extra tasks to students implementing the activity successfully to challenge them.
     - support the ones who need to be improved with low floor high ceiling tasks.

- Depending on the success rate of students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep assessment sheets for each student's portfolio in order to get the educationalevidence on student's learning progress and achievement. You may evaluate your own teaching performance as well.
- As an alternative, you may ask students to keep the assessment sheets in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

Speaking A

Function: Making simple inquiries

Learning Outcome: Students will be able to express others' feelings and their needs.

Expected Time: 40'

Preparation: Cut out pages 523 and copy them according to the number of the students for the activity beforehand.

Food and drinks

Speaking A

Zury and his classmates talk about basic needs and feelings.

A1: Work in pairs. Ask and answer questions about needs. Then, share your peer's needs with the rest of the class.

A2: Work in pairs. Ask and answer questions about feelings. Then, share your peer's feelings with the rest of the class.



Instruction

1. Greet the class saying hello or hi.
2. Ask students to **look at the pictures and talk about what they see individually, in pairs or in small groups.**
   - Give students some thinking time before talking about things they see in the picture.
3. Prompt students asking questions, e.g. **What are Zury and his classmates doing?**
4. Allow students to use their first language if necessary, but remodel in English:
   Zury and his classmates are talking about their basic needs and feelings.
   - While remodelling, avoid giving correct answers since the activity is supposed to be used an assessment tool.
5. Tell students **work in pairs.**
6. Ask students to **ask and answer questions about needs and tell each others' needs to class.**
7. Invite one of the confident students to model the activity for the rest of the class.
8. Give students enough time for the activity.
9. Monitor students, fill in the checklist according to students' speaking skills.

Activity Tips
✓ Allow students time to practise the activity in pairs.
✓ Set time limits for both preparation and implementation of the activity.
✓ Monitor and praise students throughout the activity.
✓ Encourage students to assign roles in pairs equally and use various expressions.
*Please examine the observation checklist for the expressions.

Observation Checklist

Guidelines for Implementation

1. Write down your students' names on the checklist in advance.
2. Monitor students and determine whether or not they can **express basic needs and feelings.**
3. Fill in the checklist putting ticks or crosses according to your observation.
4. If necessary, you can take special notes about your students' weak or strong areas while monitoring their performances.
5. Feel free to change the checklist. If it is not practical enough to use, adapt it and try again. If needed, add additional criteria allowing you to monitor your students' speaking skills better.

Name Surname	Students can	I am …	I want …	Are you hungry/ thirsty?	Want …? Do you want...?	How/what about…?	What about…?	Yes,please. Not now. No,thanks.
Student A	pronounce correctly	✓	✓	✗	✓	✓	✓	✓
	structure correctly	✓		✗		✓		
	use in a meaningful way	✗		✗		✓		
	pronounce correctly							
	structure correctly							
	use in a meaningful way							
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	structure correctly							
	use in a meaningful way							
	pronounce correctly							
	structure correctly							
	use in a meaningful way							

Assessment and Feedback

Find out whether students have reached the targeted outcomes by analysing the data in the checklist. Identify the percentage/number of the students who still have difficulties in using the expressions about **making offers**and those who have reached the class aim (i.e., can **make offers**):

✓ If the number of students having difficulties with the activity is high (more than 70%),

› have students listen to targeted expressions a number of times more. Focus their attention on the pronunciation, structure, and usage of the expressions.

› slow the pace of the lesson down (i.e: you may lengthen the duration of the activity.).

› group students according to their needs (e.g., you can pair the ones pronouncing the expressions correctly with the ones pronouncing them incorrectly.).

› give students differentiated tasks, vary speaking activities focusing on common mistakes and considering students' needs.

✓ If the number of students having difficulties with the activity is low (less than 30%),

› practise with students who need help focusing on individual mistakes.

› differentiate speaking activities considering students' needs.

› give extra tasks to students who were successful. Try to find more challenging tasks.

› support the ones who need to improve with low floor high ceiling assignments.

- Depending on the success rate of the students in your class, you may integrate one, some or all of the suggestions listed above .
- You may keep observation checklist for each student's portfolio in order to get the educational evidence on the student's learning progress and achievement. You may evaluate coursework quality as well.
- As an alternative, you may ask students to keep the observation checklist in their portfolios to encourage them to take more responsibility for their learning and growth.

To give effective and appropriate feedback to your students, examine "How is effective feedback given?" section on pages 12-13.

FLASHCARDS

Group A

a. 30 + 20 =

b. 50 - 27 =

c. 46 - 18 =

d. 21 + 17 =

e. 15 + 11 =

f. 39 - 26 =

g. 8 + 25 =

h. 42 - 6 =

Group B

a. 10 + 40 =

b. 38 - 15 =

c. 41 - 13 =

d. 14 + 24 =

e. 6 + 20 =

f. 50 - 37 =

g. 11 + 22 =

h. 50 - 14 =

Group C

a. 45 + 5 =

b. 49 - 26 =

c. 50 - 22 =

d. 11 + 27 =

e. 10 + 16 =

f. 42 - 29 =

g. 28 + 5 =

h. 40 - 4 =

Group D

a. 35 + 15 =

b. 42 - 19 =

c. 45 - 17 =

d. 9 + 29 =

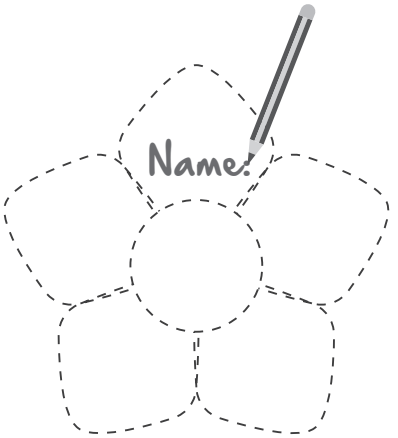
e. 3 + 23 =

f. 30 - 17 =

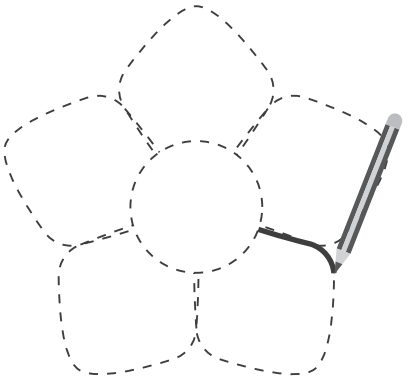
g. 17 + 16 =

h. 39 - 3 =

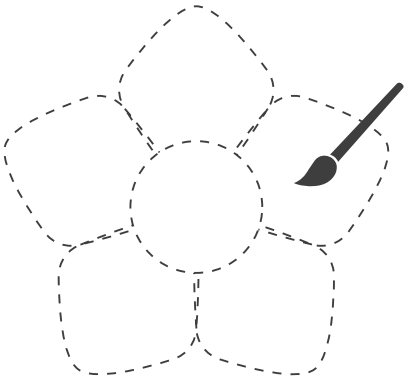
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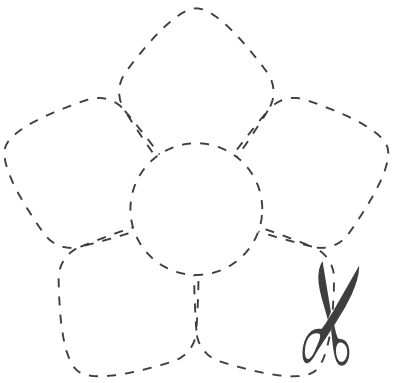
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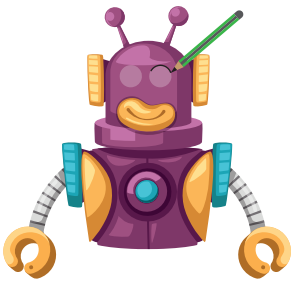
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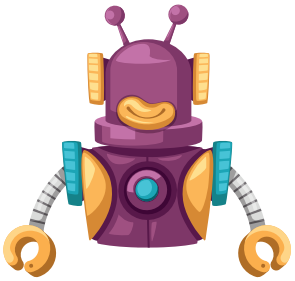
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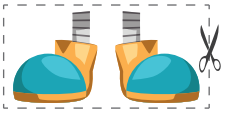


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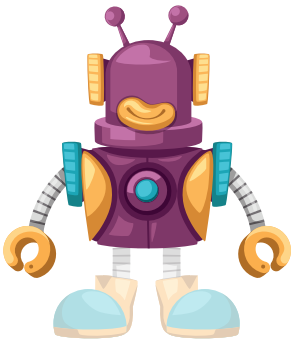


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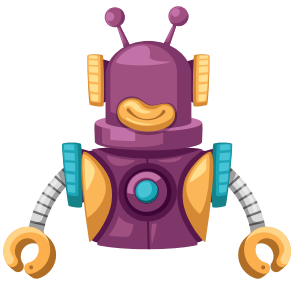


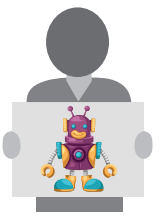
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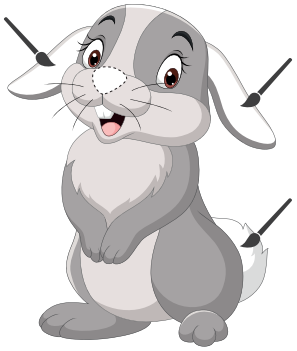




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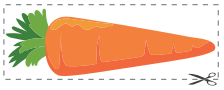


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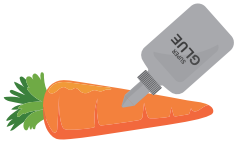
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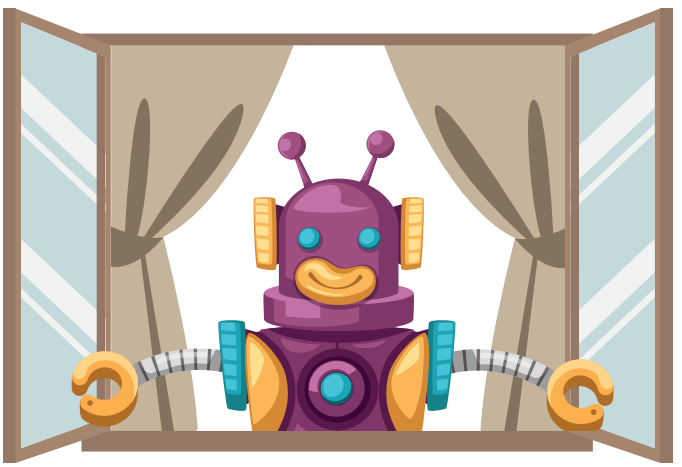




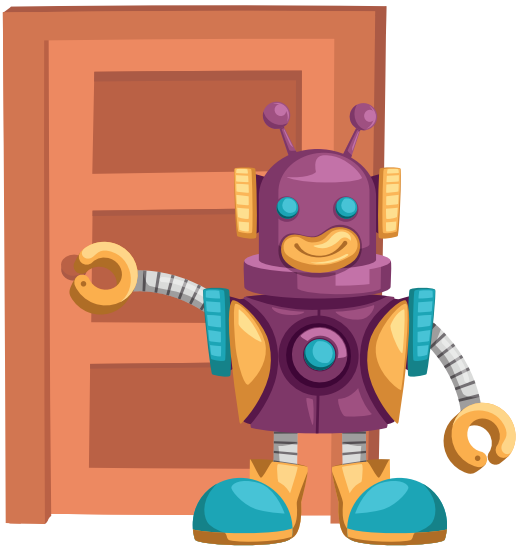
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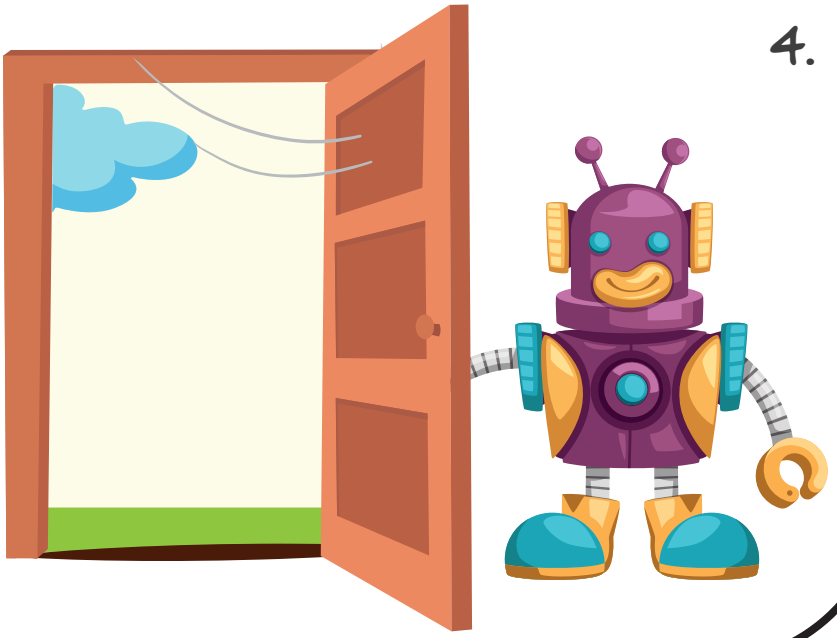
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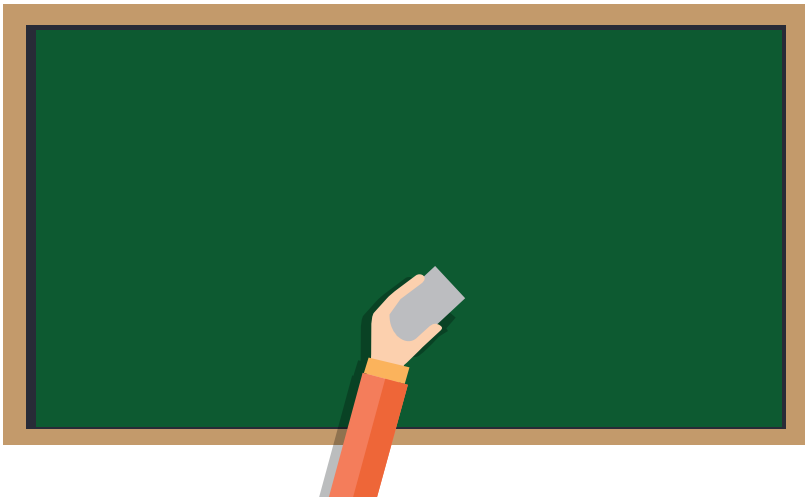
3.



4.



5.



6.



7.



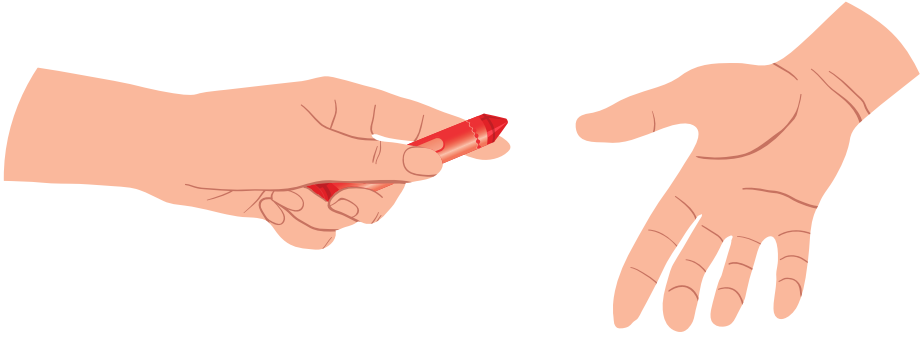
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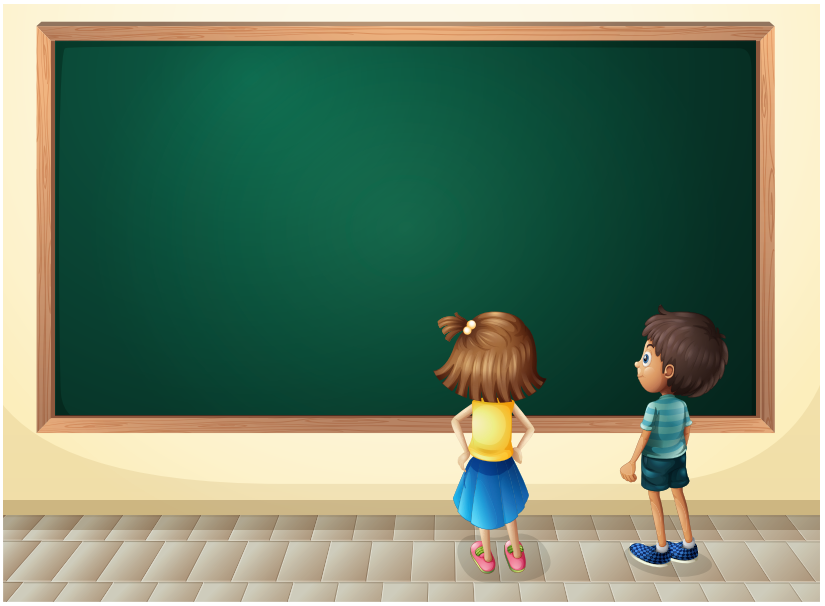
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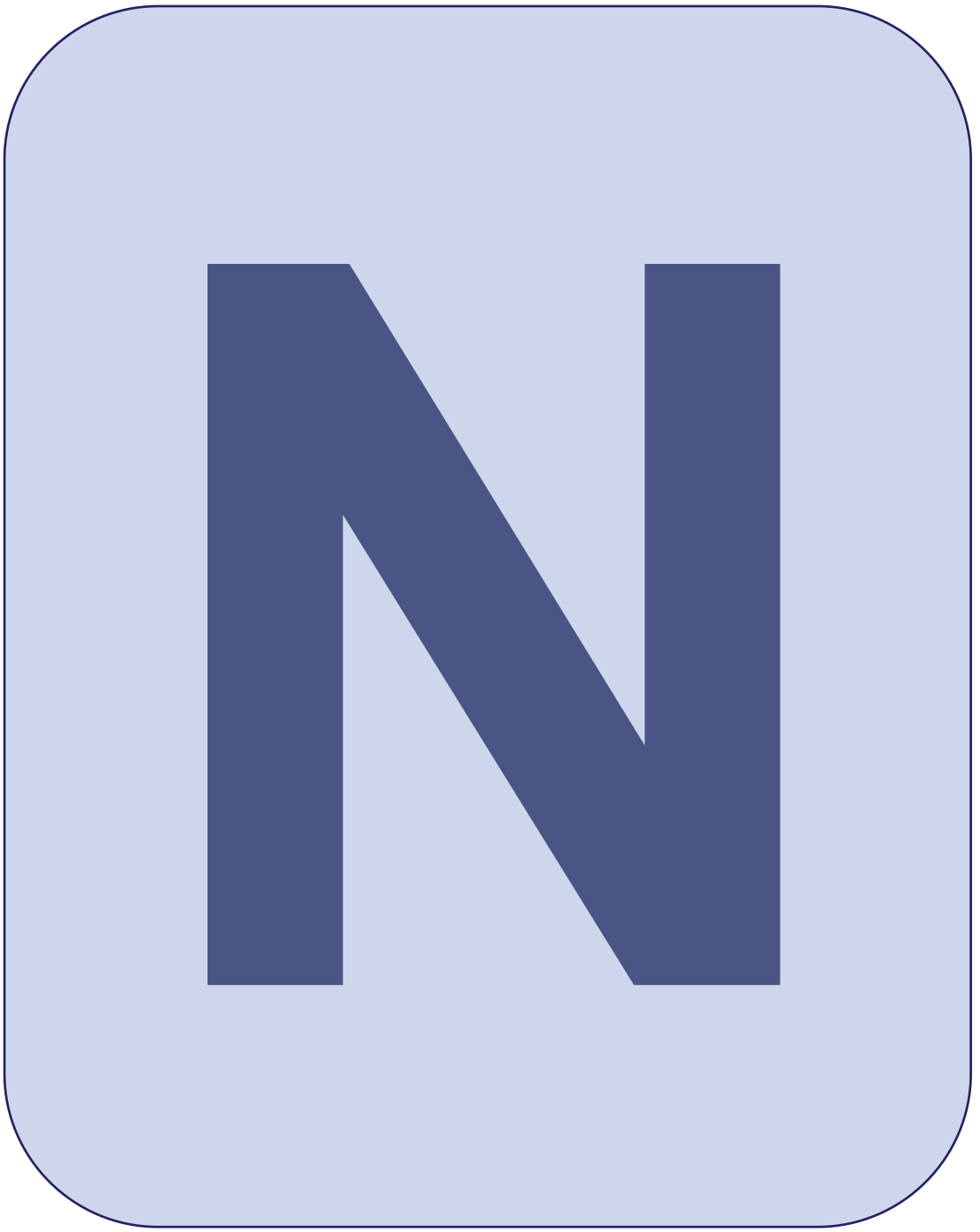


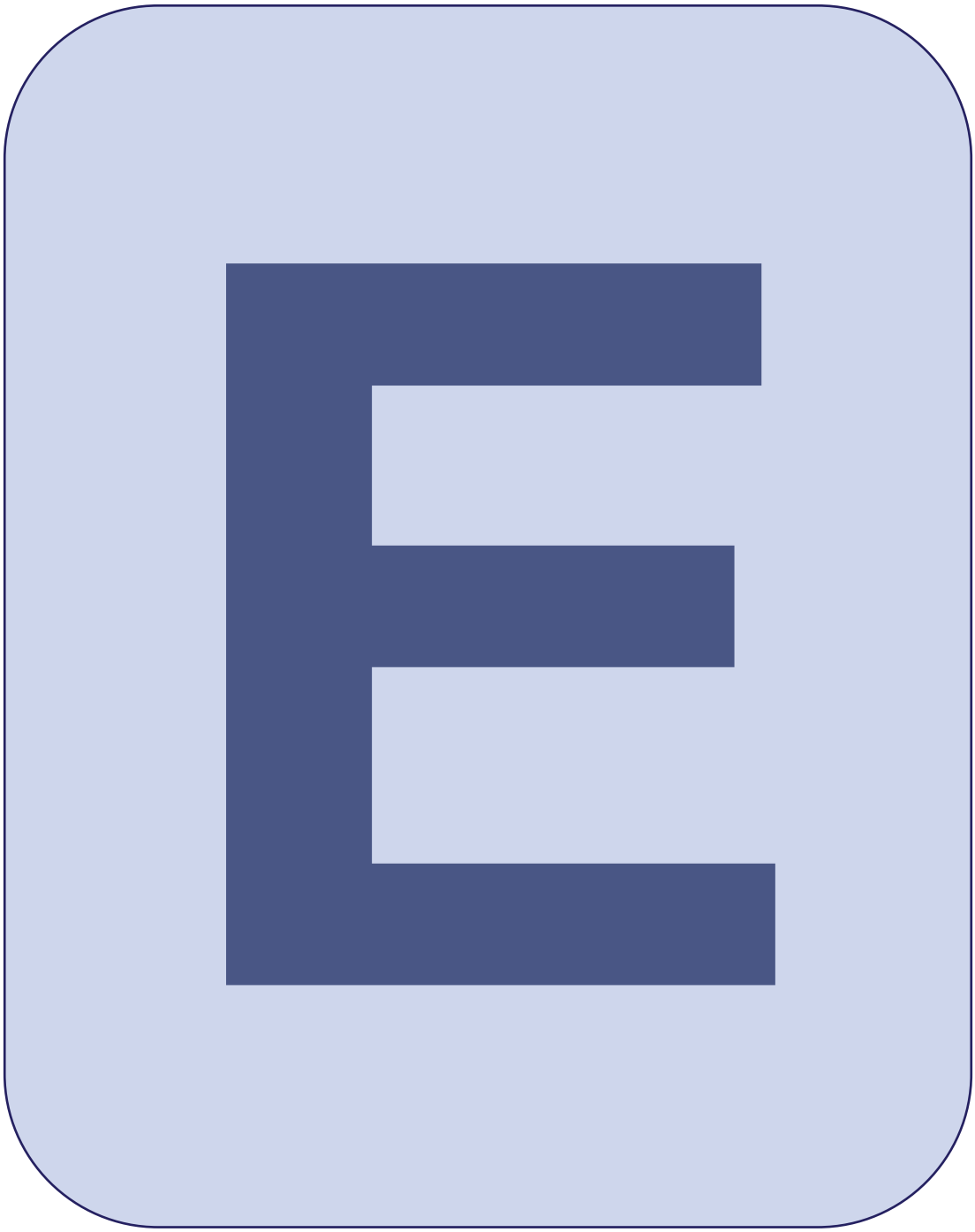
12.




S


W


N




IĞDIR

VAN

BİTLİS

KARS

ERZURUM


ÇANAKKALE


İZMİR

AYDIN


TEKİRDAĞ

MANİSA


SİNOP

DÜZCE


SAMSUN


KASTAMONU

GİRESUN


HATAY


MERSİN

ANTALYA


GAZİANTEP

ADANA


SANLIURFA

GROUP A SYMBOL: ?



Emily



Tom



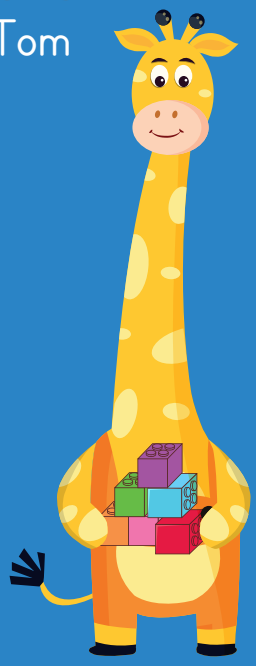
Mary



Nora



Harry



Zury



Jack

GROUP A SYMBOL:



Emily



Tom



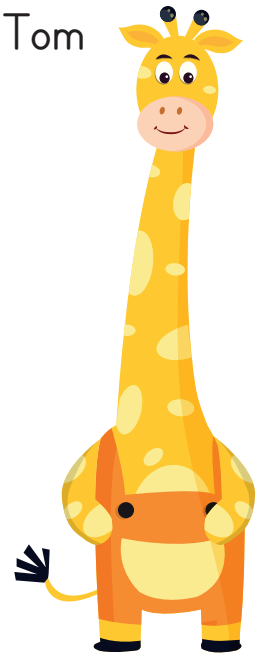
Mary



Nora



Harry

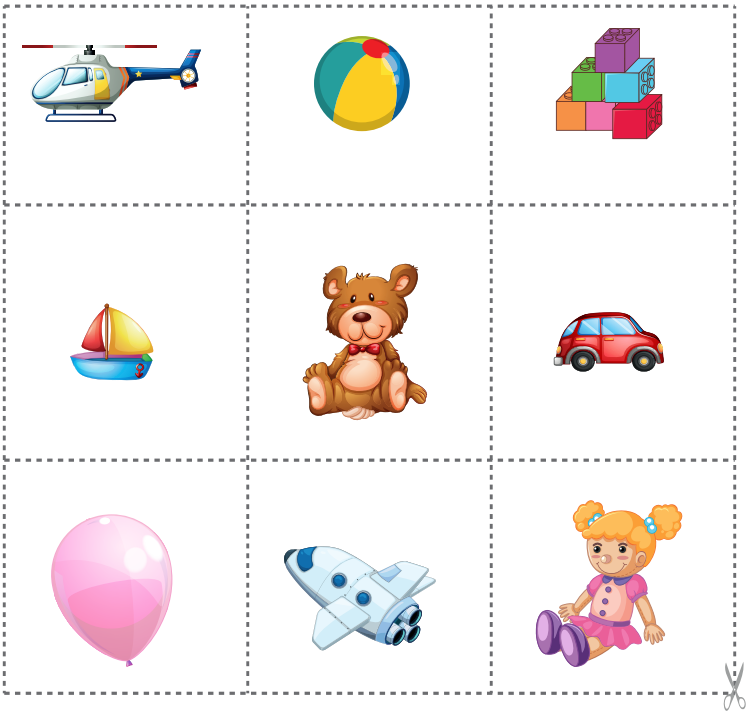


Zury



Jack

GROUP A



GROUP B SYMBOL: ?



Emily



Tom



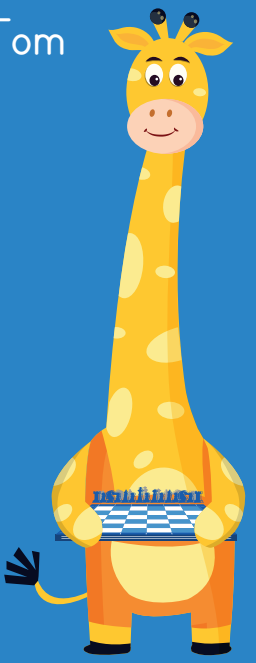
Mary



Nora



Harry



Zury



Jack

GROUP B SYMBOL:



Emily



Tom



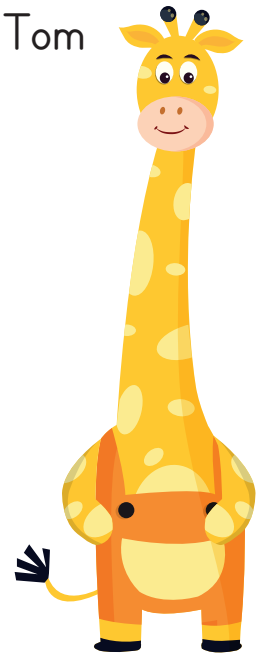
Mary



Nora



Harry



Zury



Jack


PUZZLE

GROUP C SYMBOL: ?



Emily



Tom



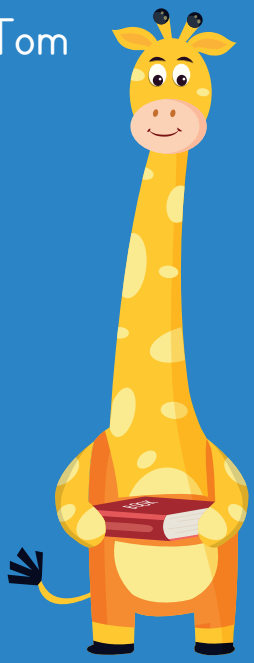
Mary



Nora



Harry



Zury



Jack

GROUP C SYMBOL:



Emily



Tom



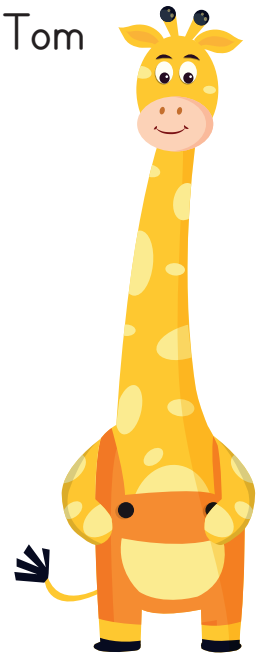
Mary



Nora



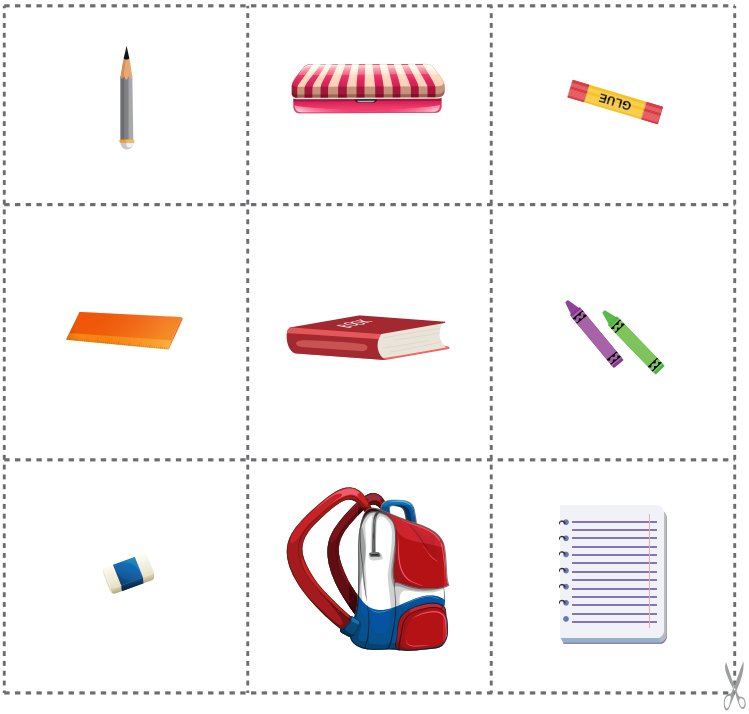
Harry



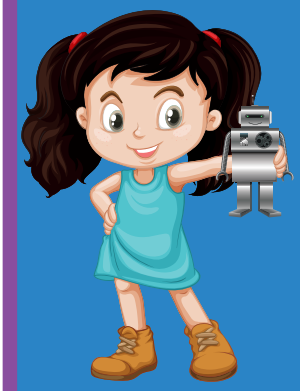
Zury



Jack


GLUE

GROUP D SYMBOL: ?



Emily



Tom



Mary



Nora



Harry



Zury



Jack

GROUP D SYMBOL: ?



Emily



Tom



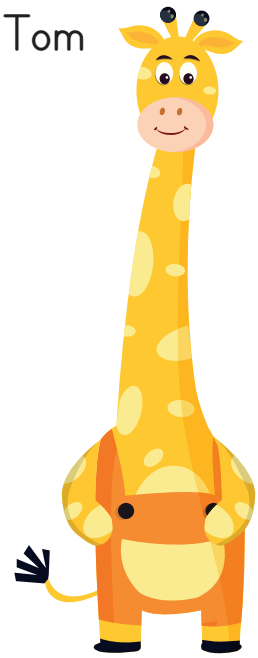
Mary



Nora



Harry



Zury

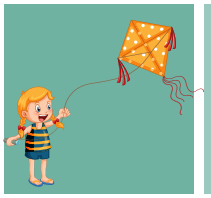


Jack



My friends' names	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
					
					
					
					
					
Ask your friend what s/he dislikes					
Ask your friend what s/he likes					

My friends' names	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
					
					
					
					
					
Ask your friend what s/he dislikes					
Ask your friend what s/he likes					

My friends' names	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
					
					
					
					
					
Ask your friend what s/he dislikes					
Ask your friend what s/he likes					

My friends' names	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
					
					
					
					
					
Ask your friend what s/he dislikes					
Ask your friend what s/he likes					

My friends' names	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
					
					
					
					
					
Ask your friend what s/he dislikes					
Ask your friend what s/he likes					

Journalist asks/tells:	Swimmer answers/tells:	Journalist asks/tells:	Writer answers/tells:
			
Say again		Say again	
			
	Say again		Say again
Ask for what s/he likes.	?	Ask for what s/he likes.	?

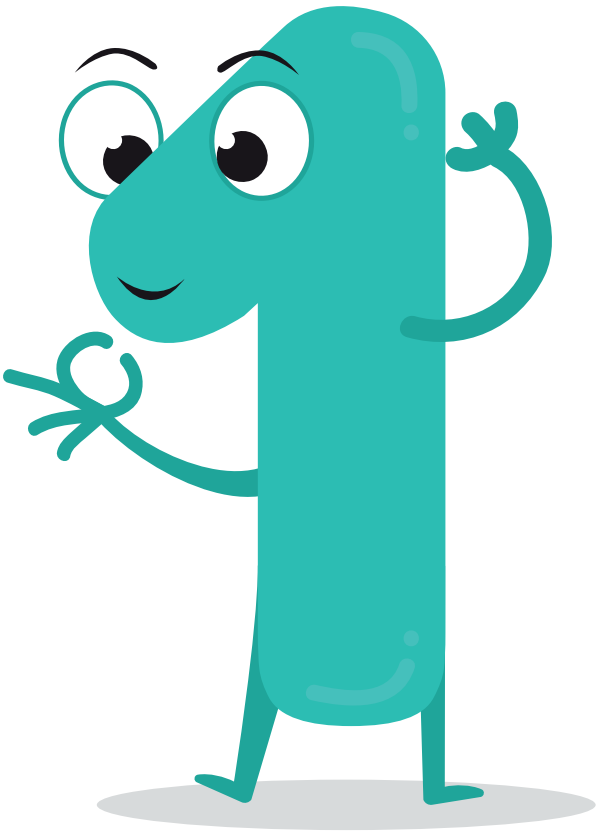
Journalist asks/tells:	Football player answers/tells:	Journalist asks/tells:	Singer answers/tells:
			
Say again		Say again	
			
	Say again		Say again
Ask for what s/he likes.	?	Ask for what s/he likes.	?

Journalist asks/tells:	Athlete answers/tells:	Journalist asks/tells:	Climber answers/tells:
			
Say again		Say again	
			
	Say again		Say again
Ask for what s/he likes.	?	Ask for what s/he likes.	?

Journalist asks/tells:	Scientist answers/tells:	Journalist asks/tells:	Collecter answers/tells:
			
Say again		Say again	
			
	Say again		Say again
Ask for what s/he likes.	?	Ask for what s/he likes.	?

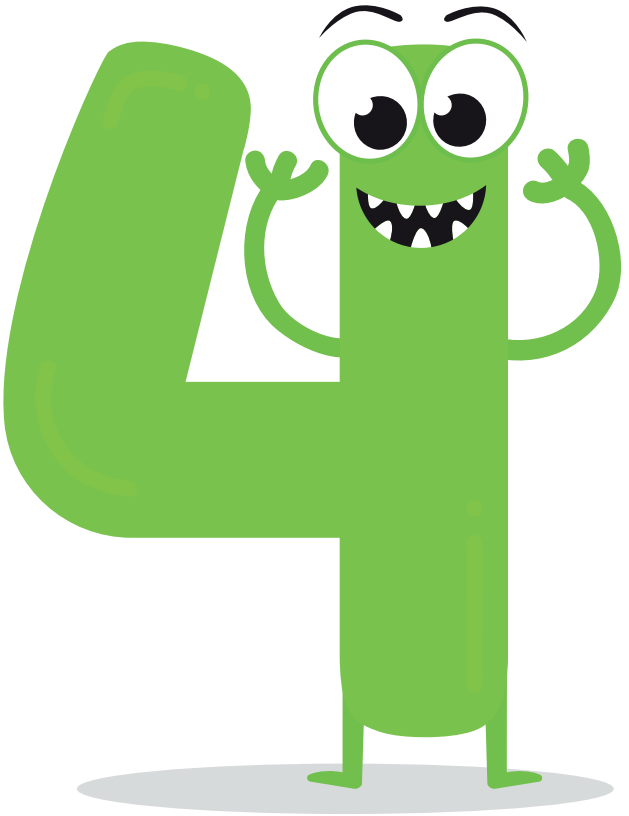
Journalist asks/tells:	Artist answers/tells:	Journalist asks/tells:	Dancer answers/tells:
			
Say again		Say again	
			
	Say again		Say again
Ask for what s/he likes.	?	Ask for what s/he likes.	?

Journalist asks/tells:	Football player answers/tells:	Journalist asks/tells:	Singer answers/tells:
Say again		Say again	
	Say again		Say again
Ask for what s/he likes.	?	Ask for what s/he likes.	?

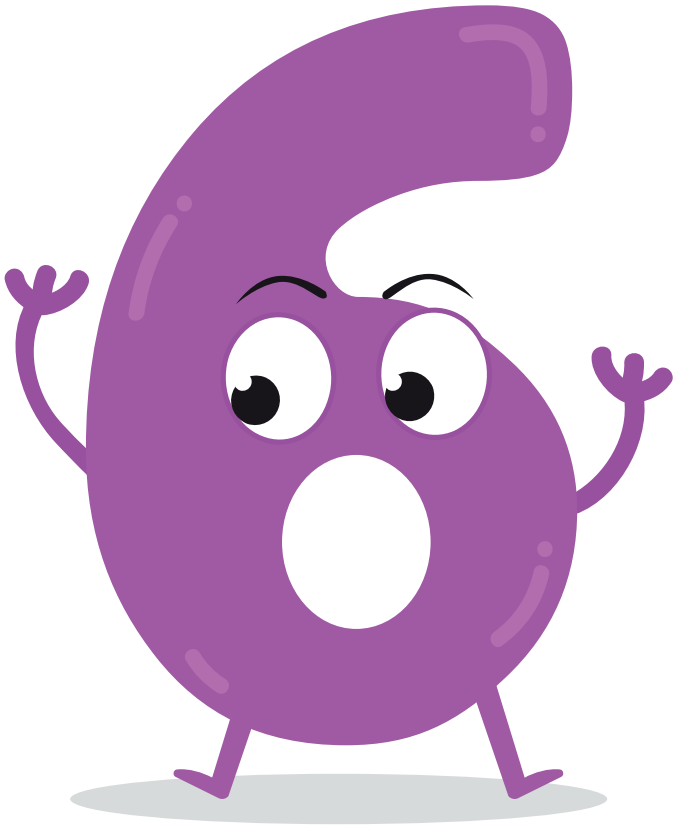








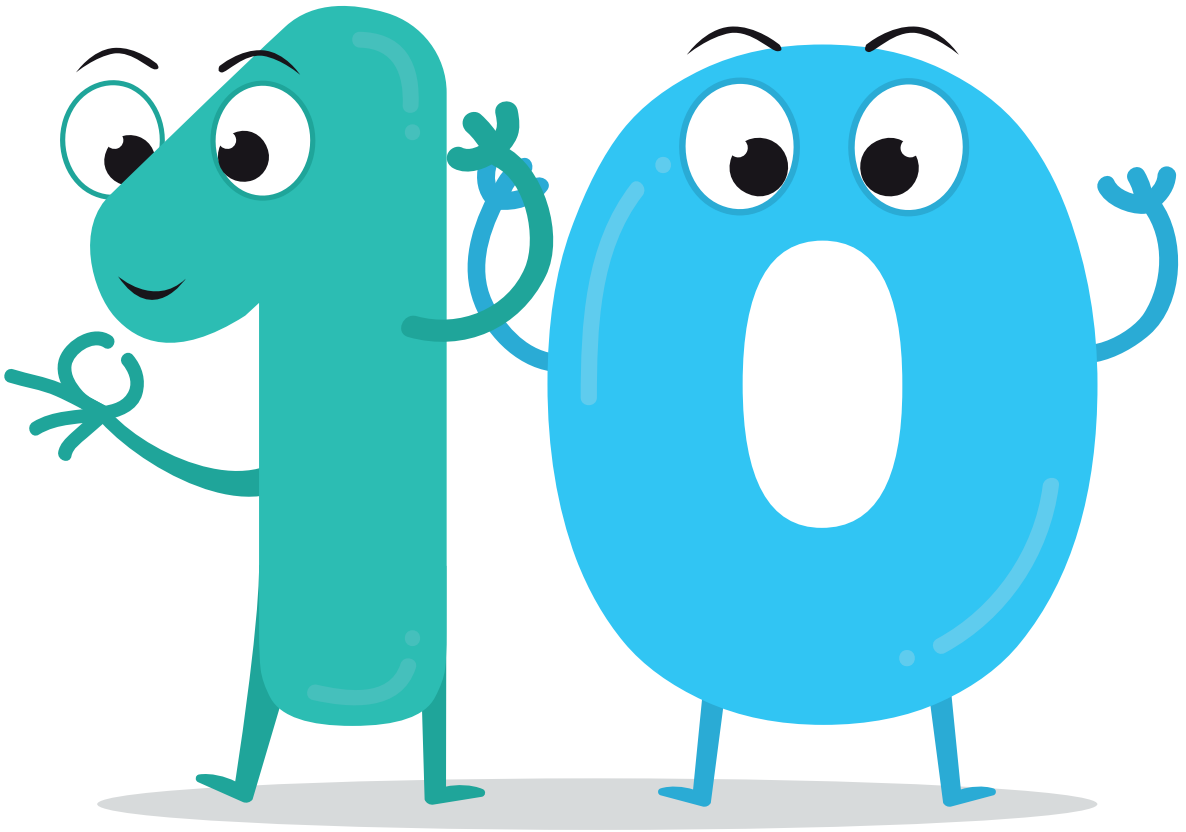


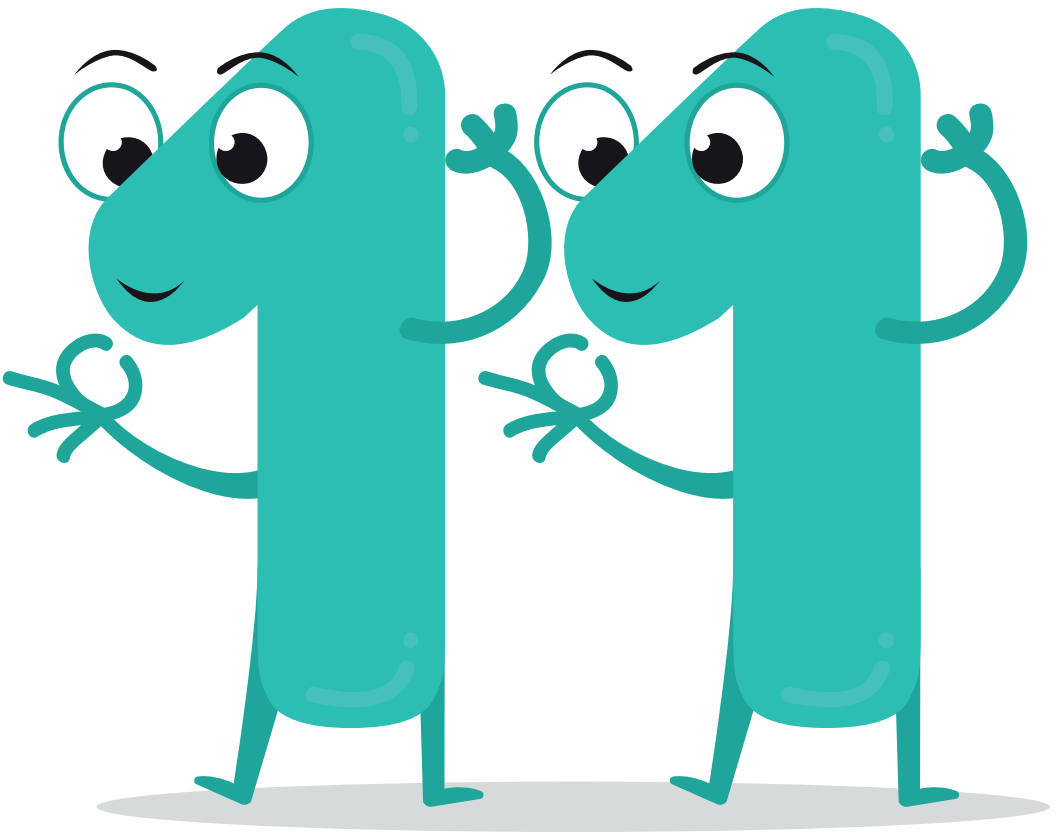


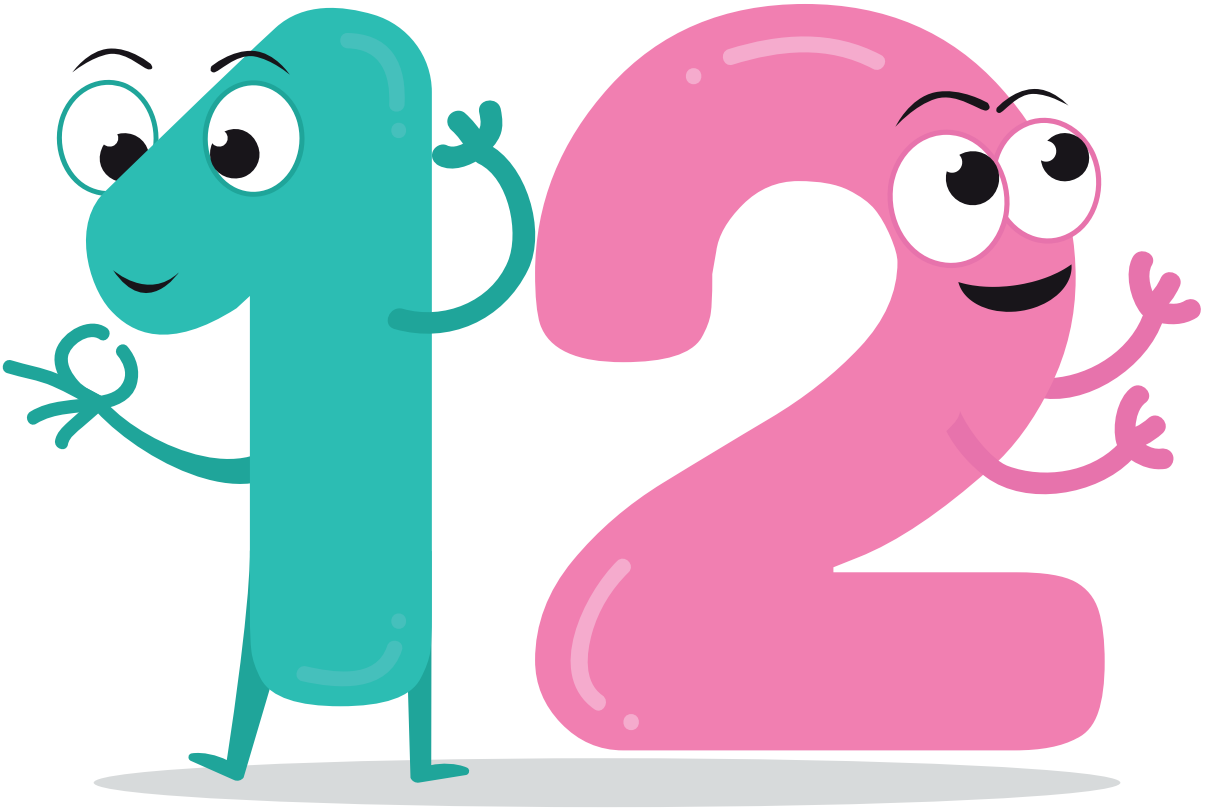


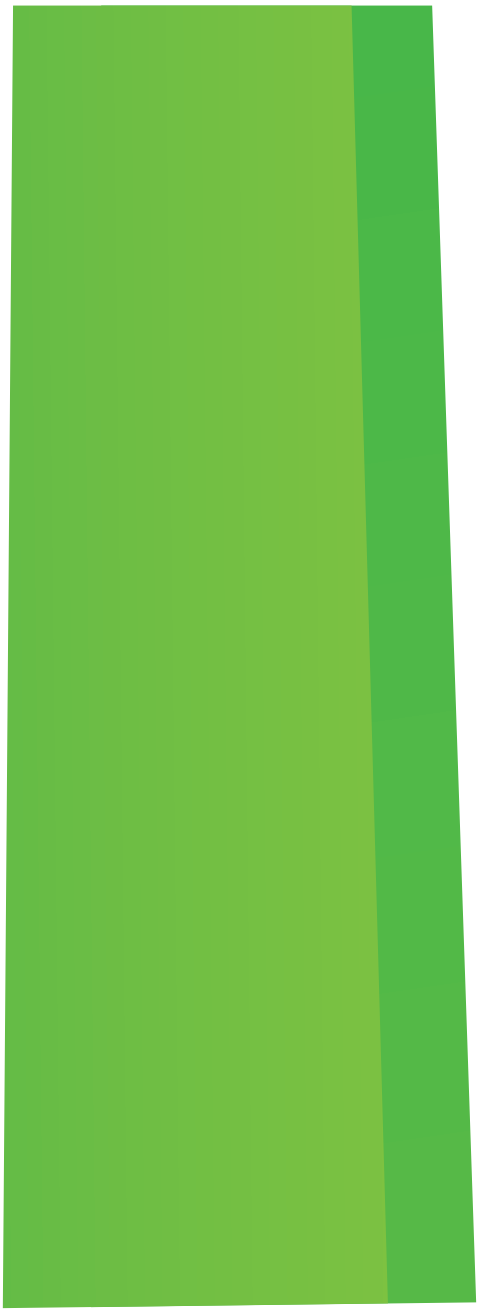




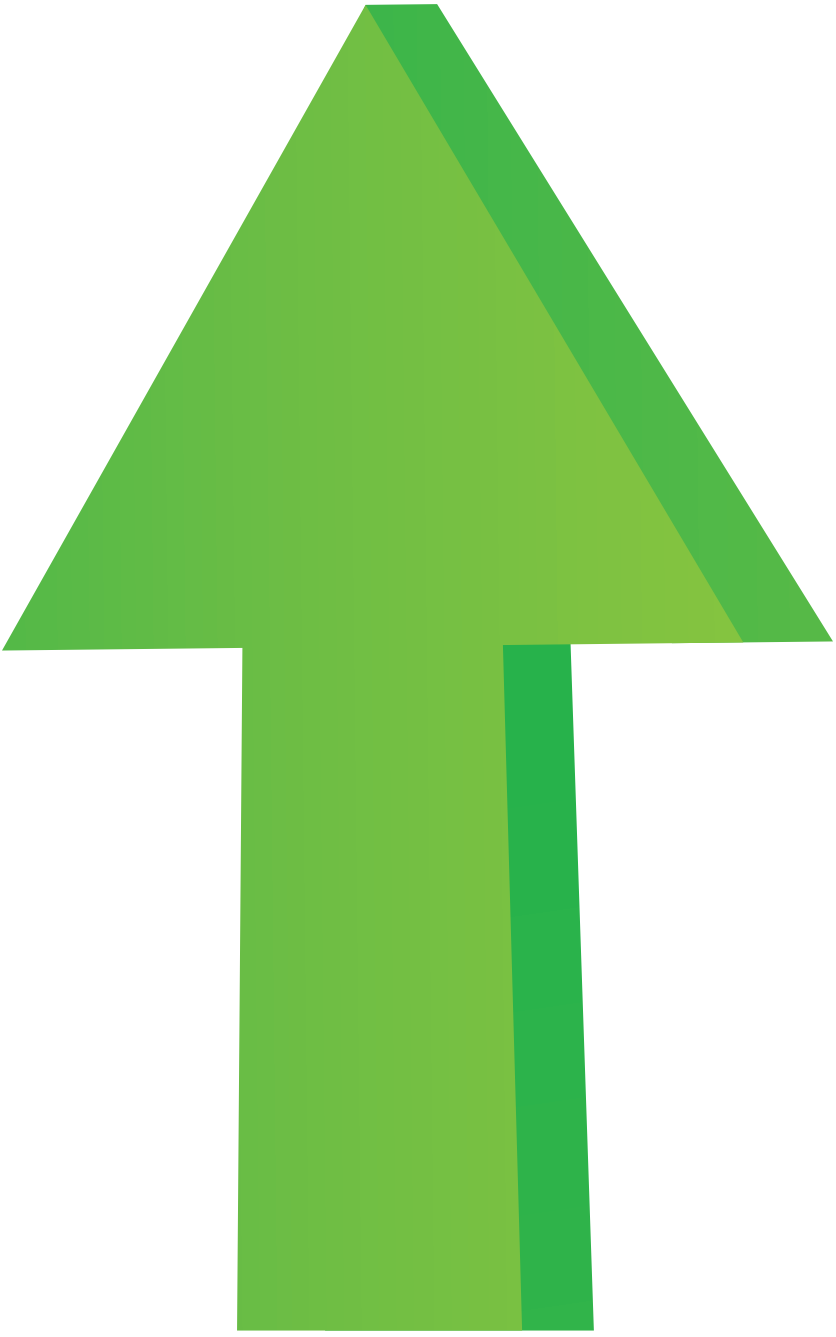




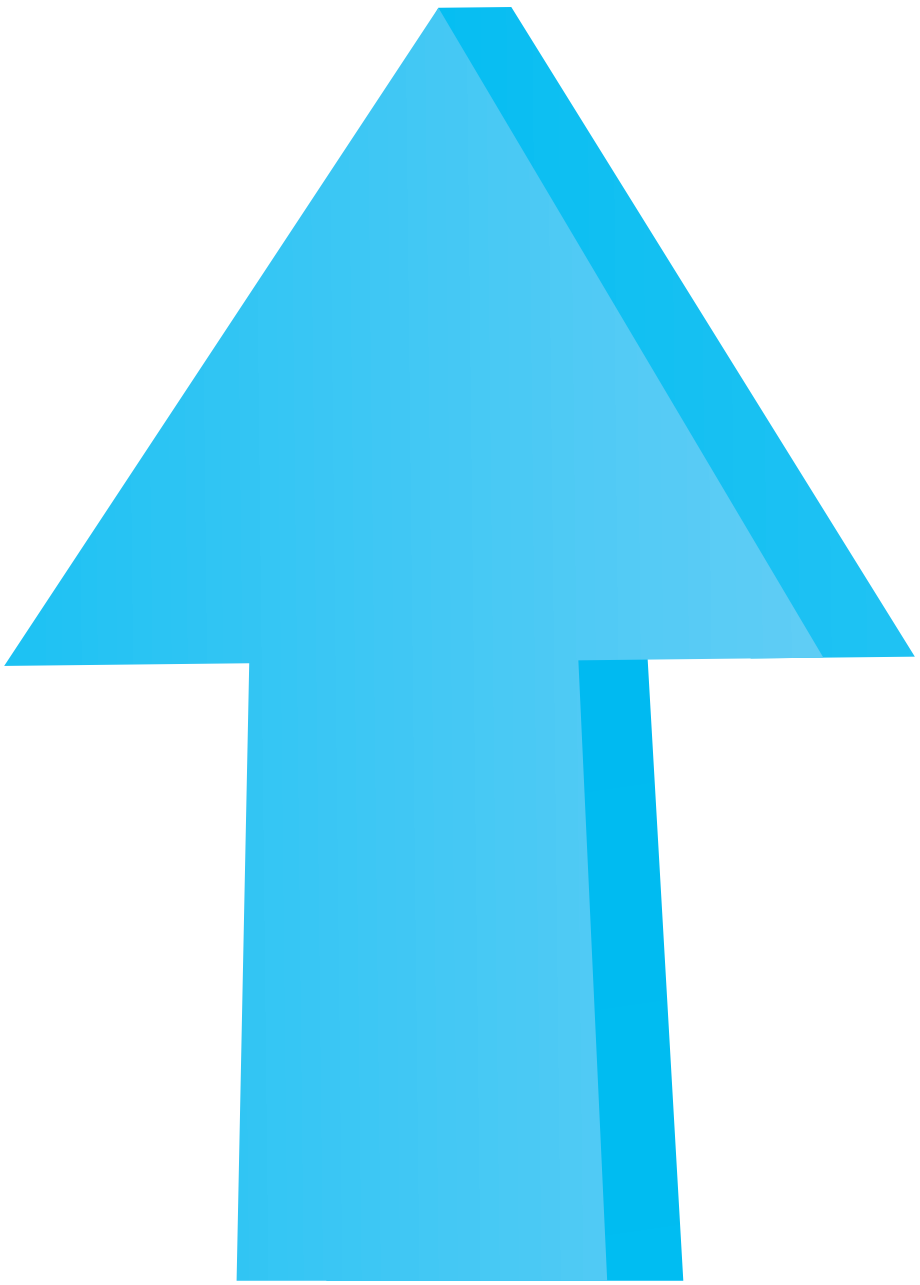


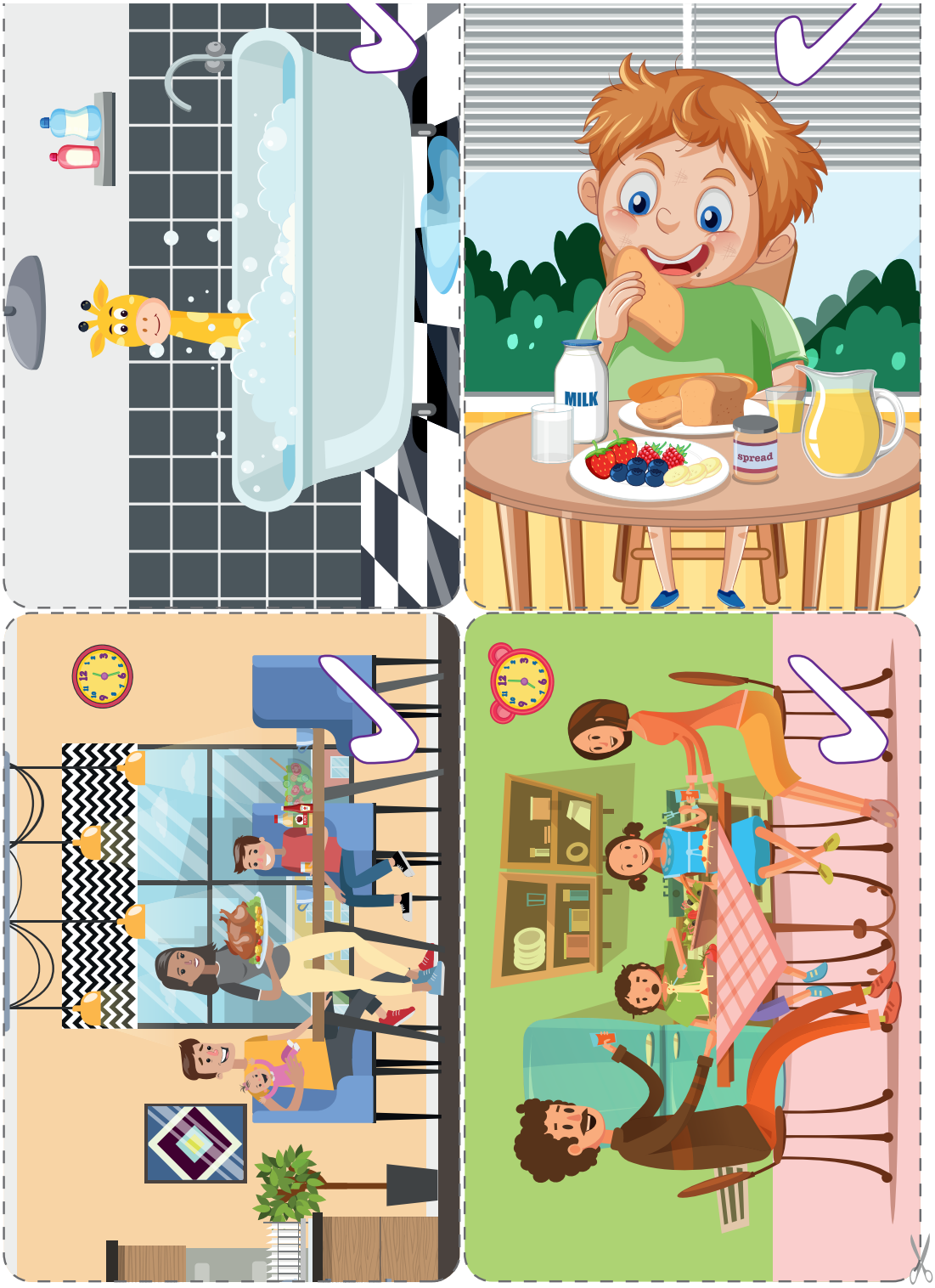











MILK
spread

At night

In the morning

At noon

In the evening









On Saturday ✓

On Thursday ✓

On Friday ✓

On Wednesday ✓






SCHOOL



On Tuesday ✓

On Sunday ✓

On Monday ✓

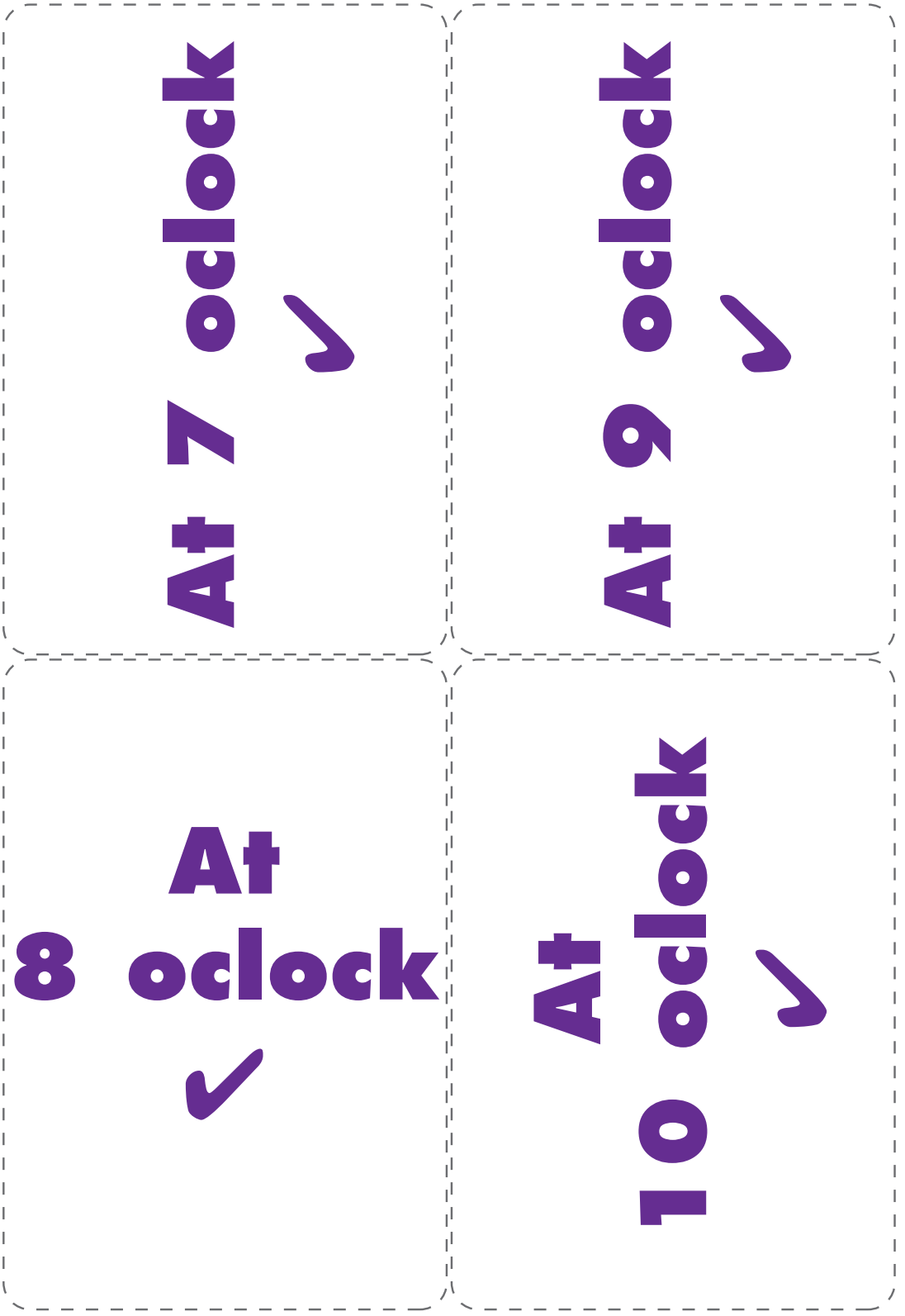
At 6 oclock ✓



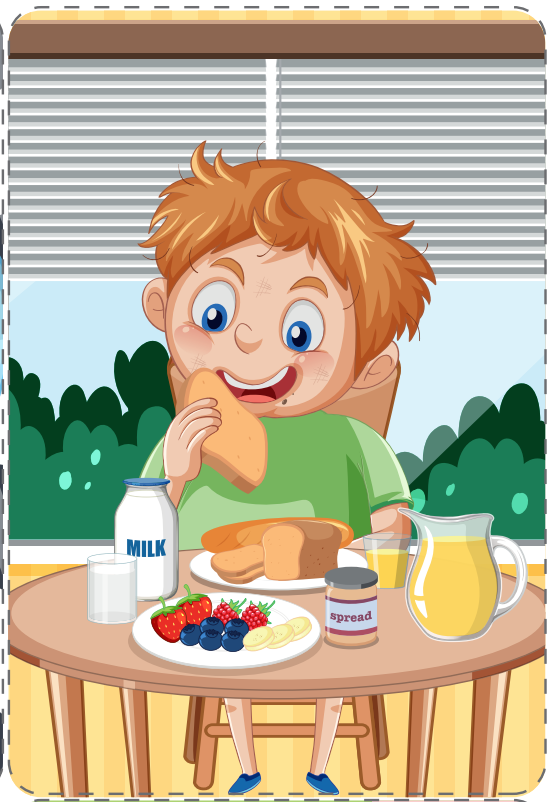


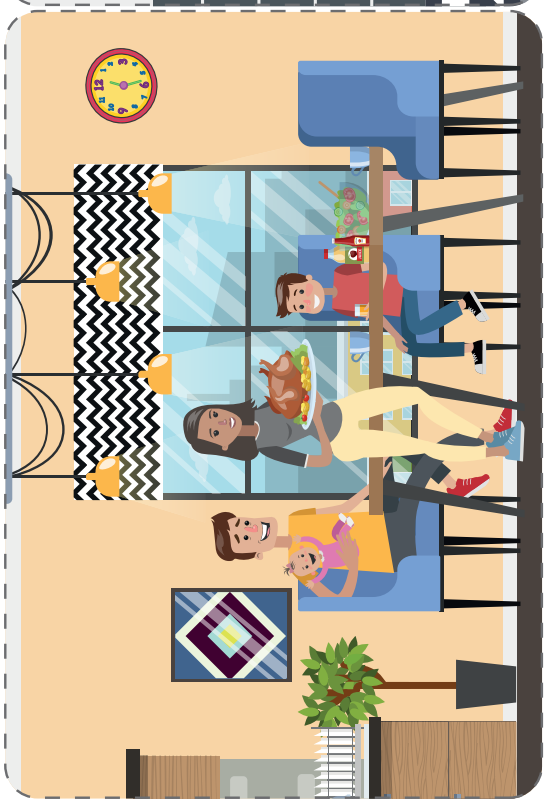




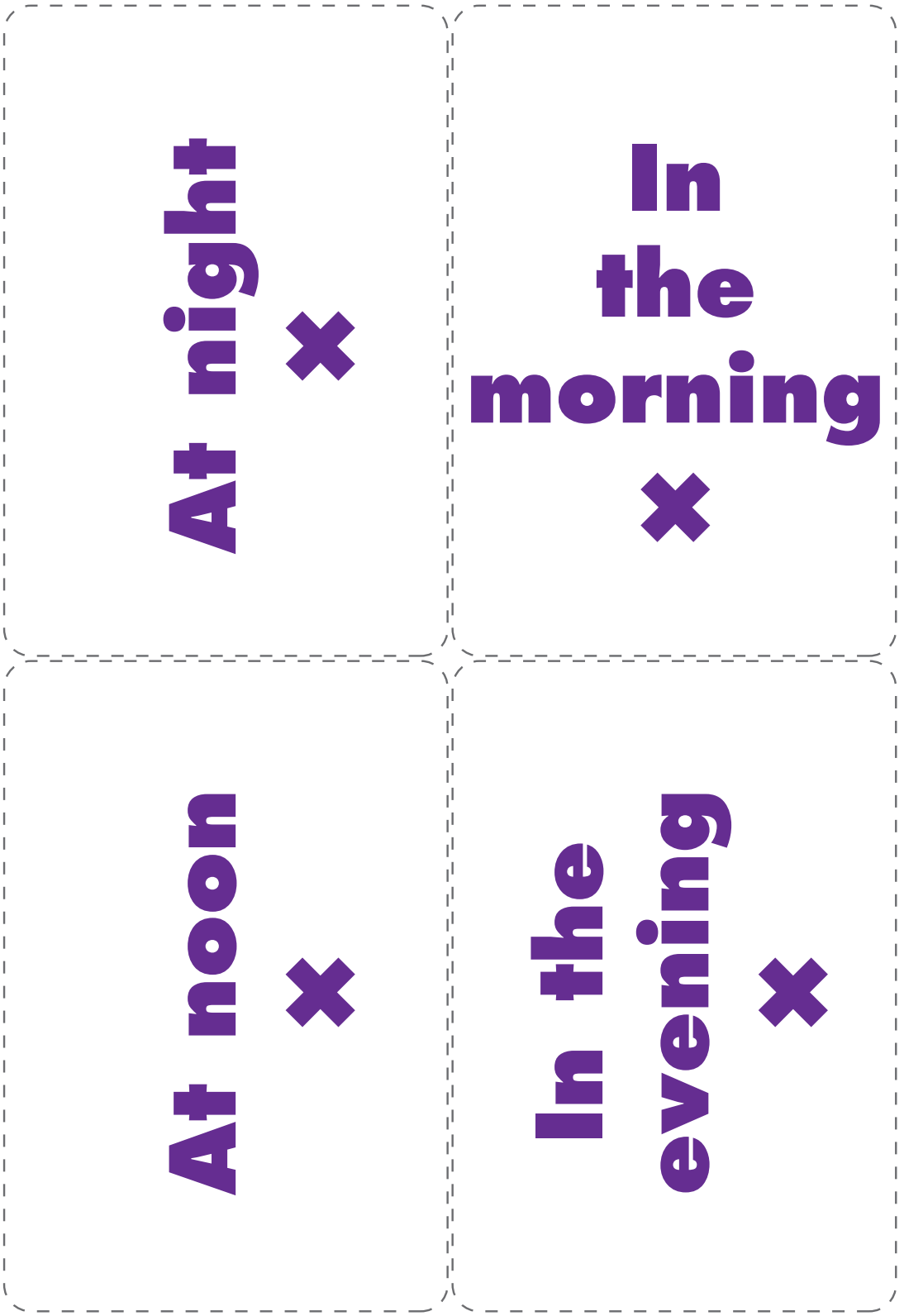

At 7 oclock
At 9 oclock
At 8 oclock
At 10 oclock




MILK
spread





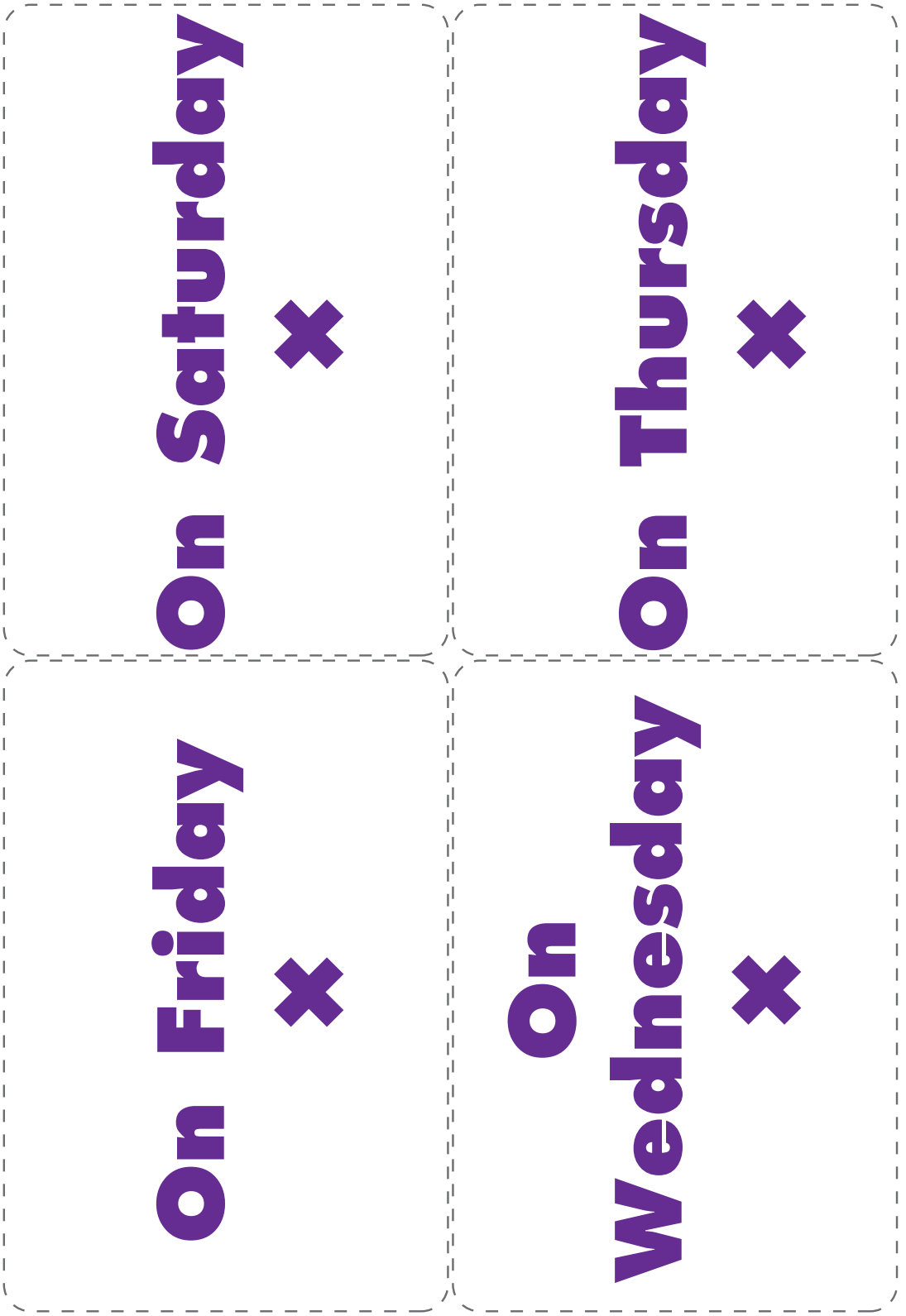

At night
In the morning
At noon
In the evening










On Saturday
On Thursday
On Friday
On Wednesday






SCHOOL



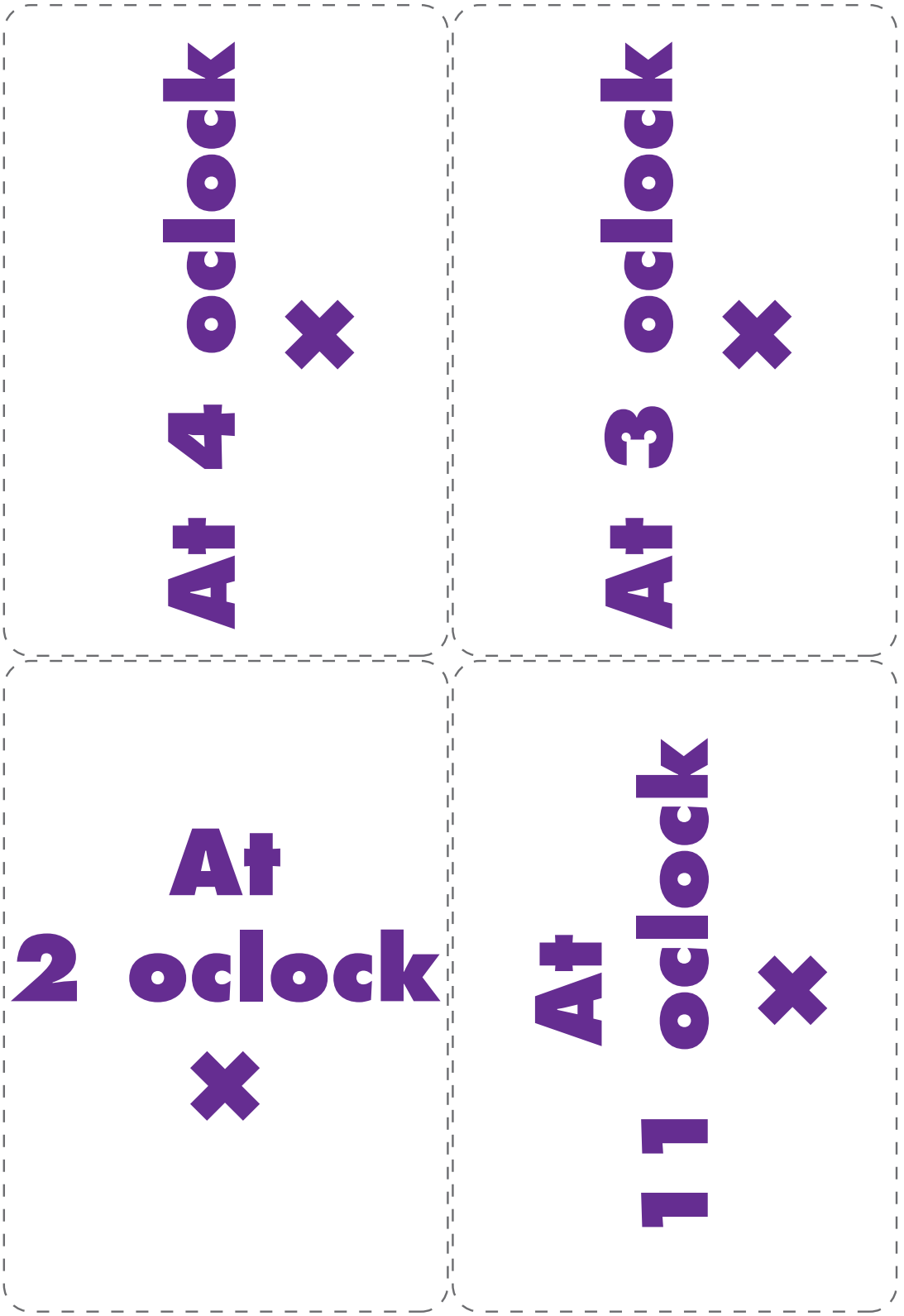
On Tuesday ×

On Sunday ×

On Monday ×

At 5 oclock ×




At 4 oclock
x
At 3 oclock
x
At
2 oclock
x
At
11 oclock
x

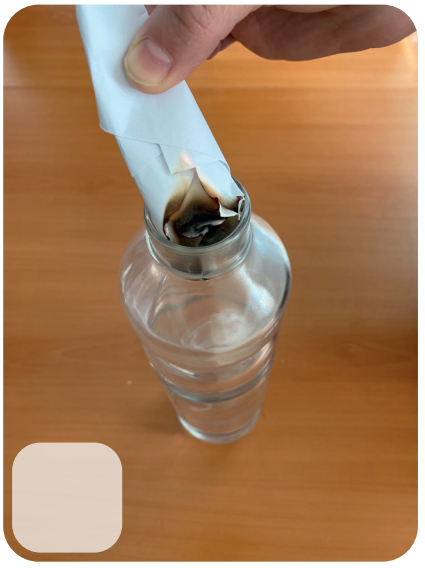
Group 1











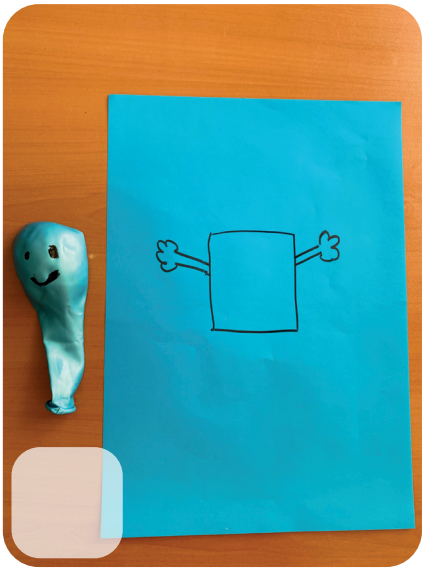
Group 2











Group 3





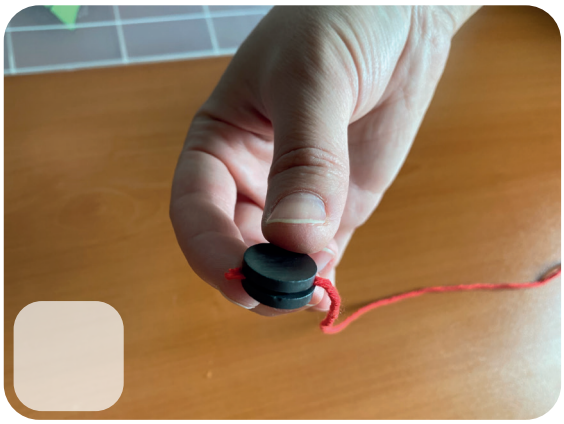


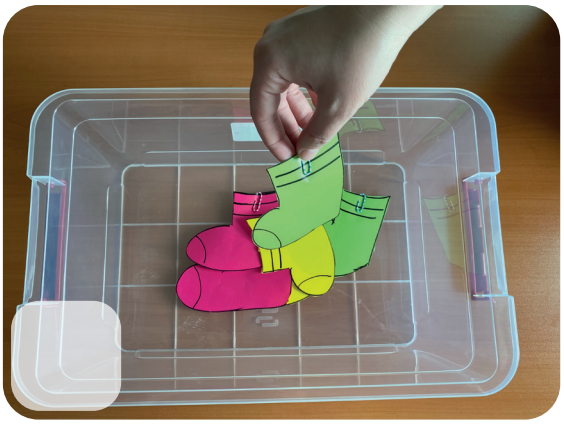


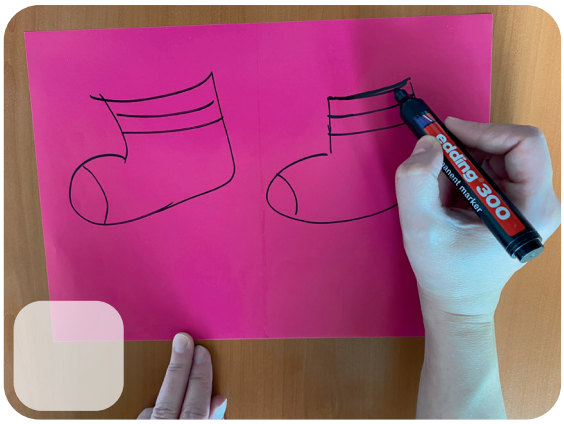


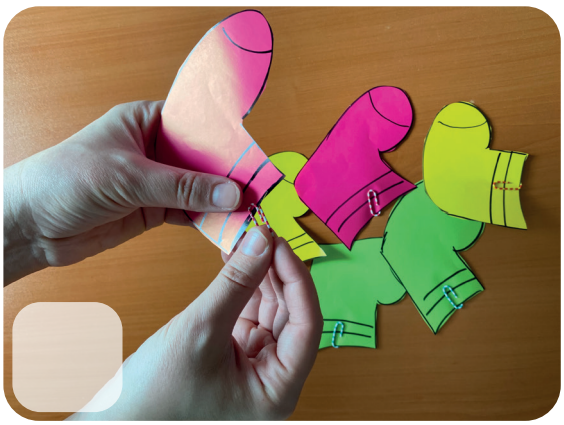
Group 4











Answer Key



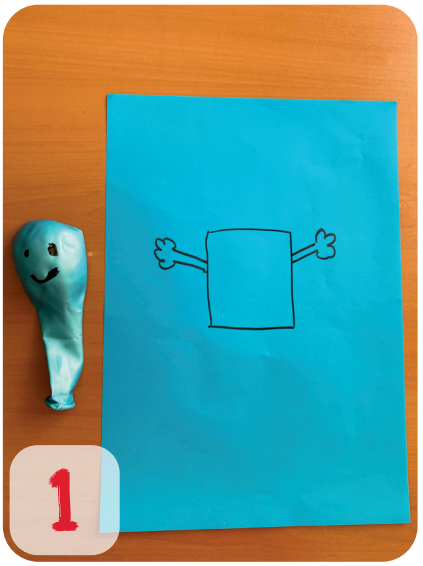








Answer Key



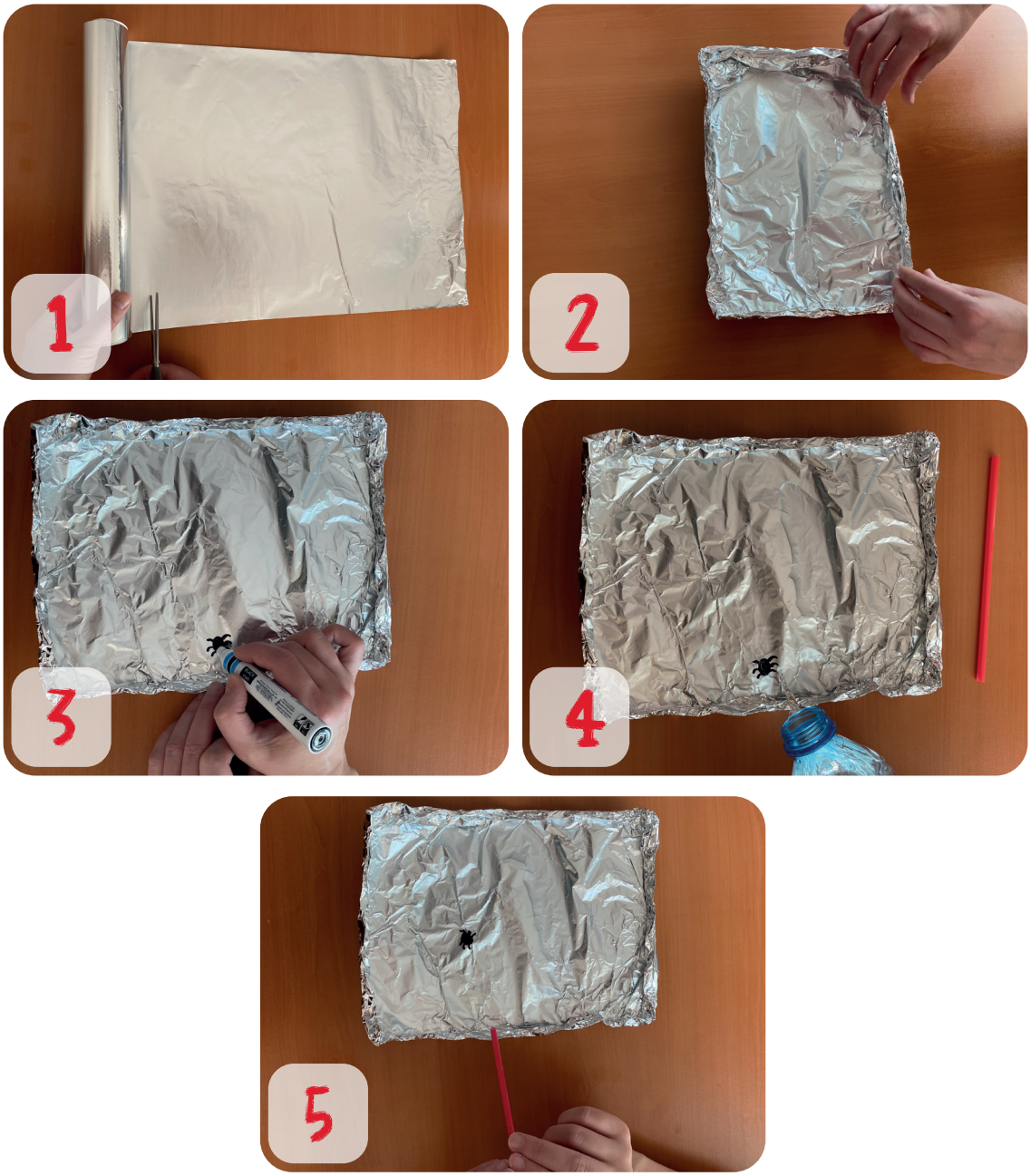




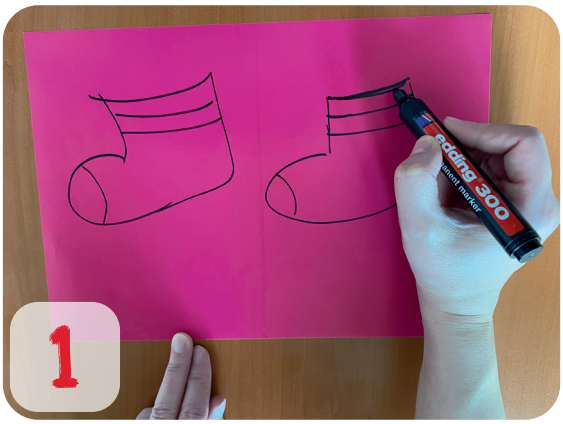


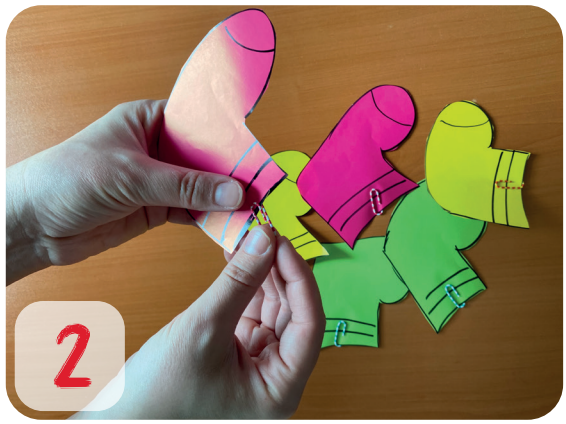


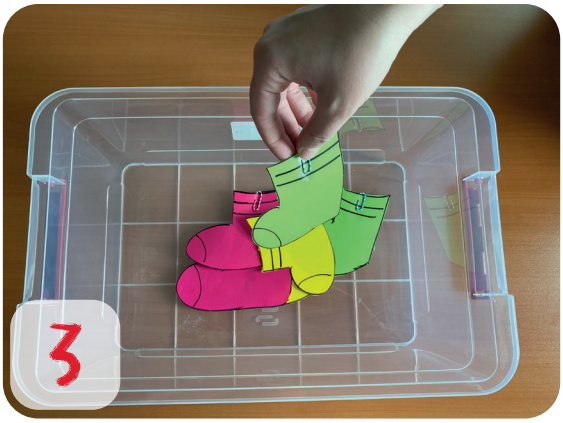
Answer Key



Answer Key














ON THE BEACH






1

2



3




4


5

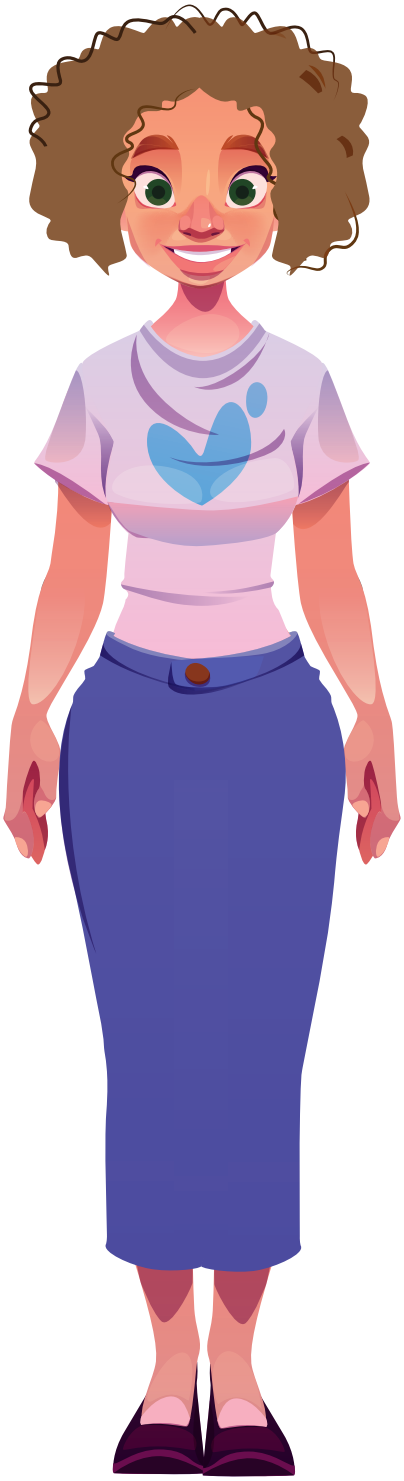
6



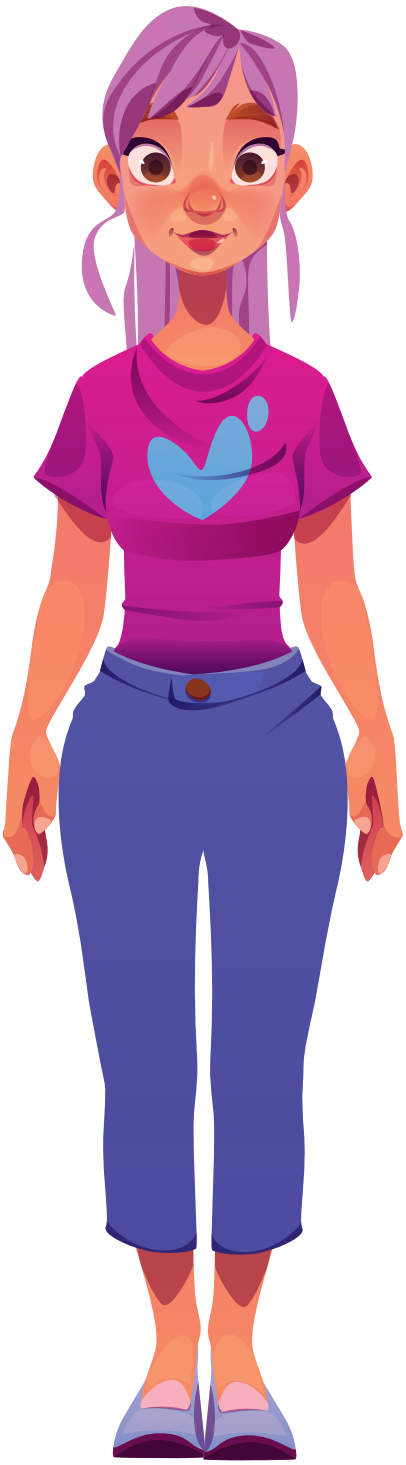

7


8

Isabella



Liliana




Gabrielle
Clara
TRAVEL


Kuzey
Dimitri

Antonio



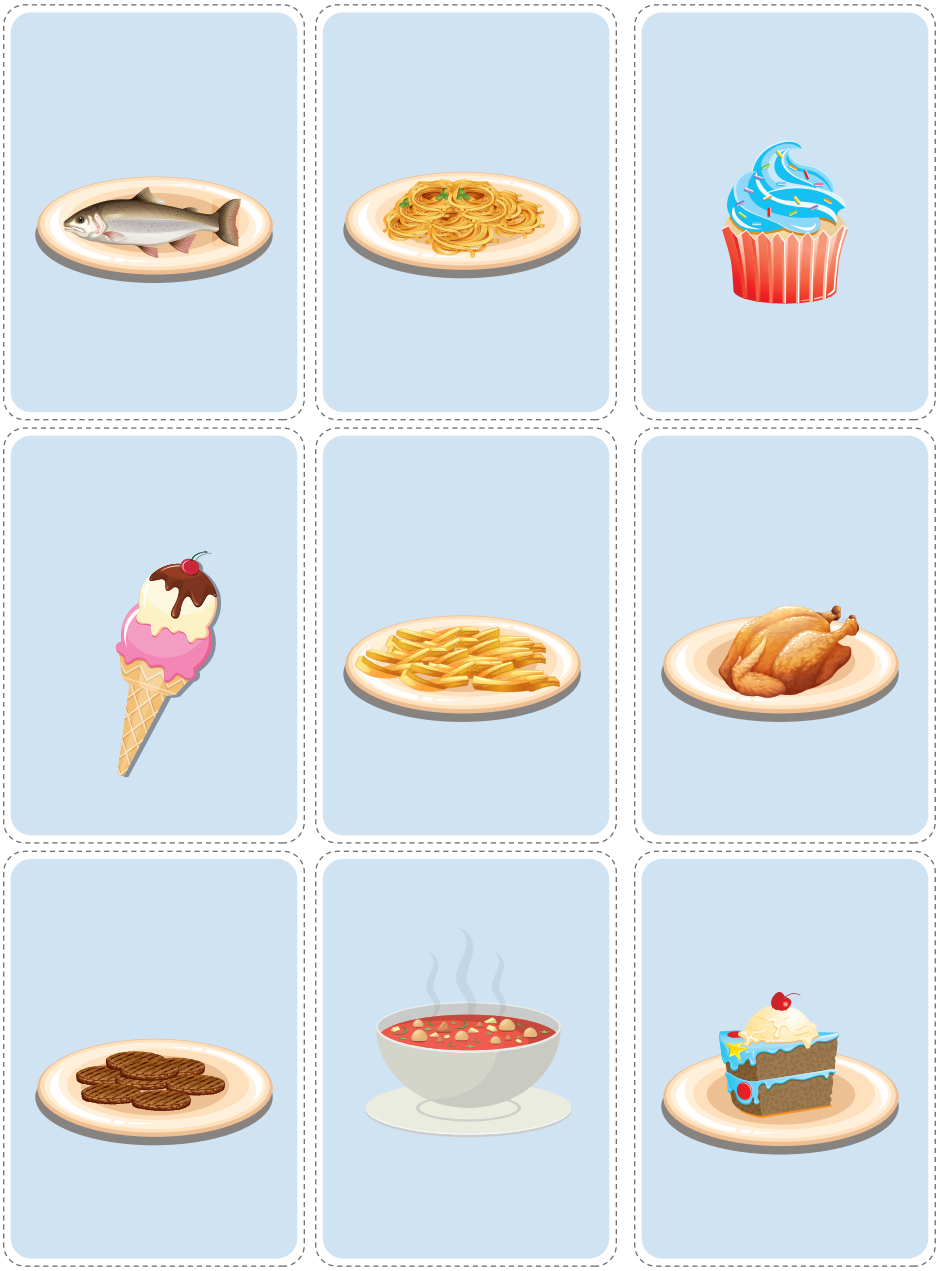
William

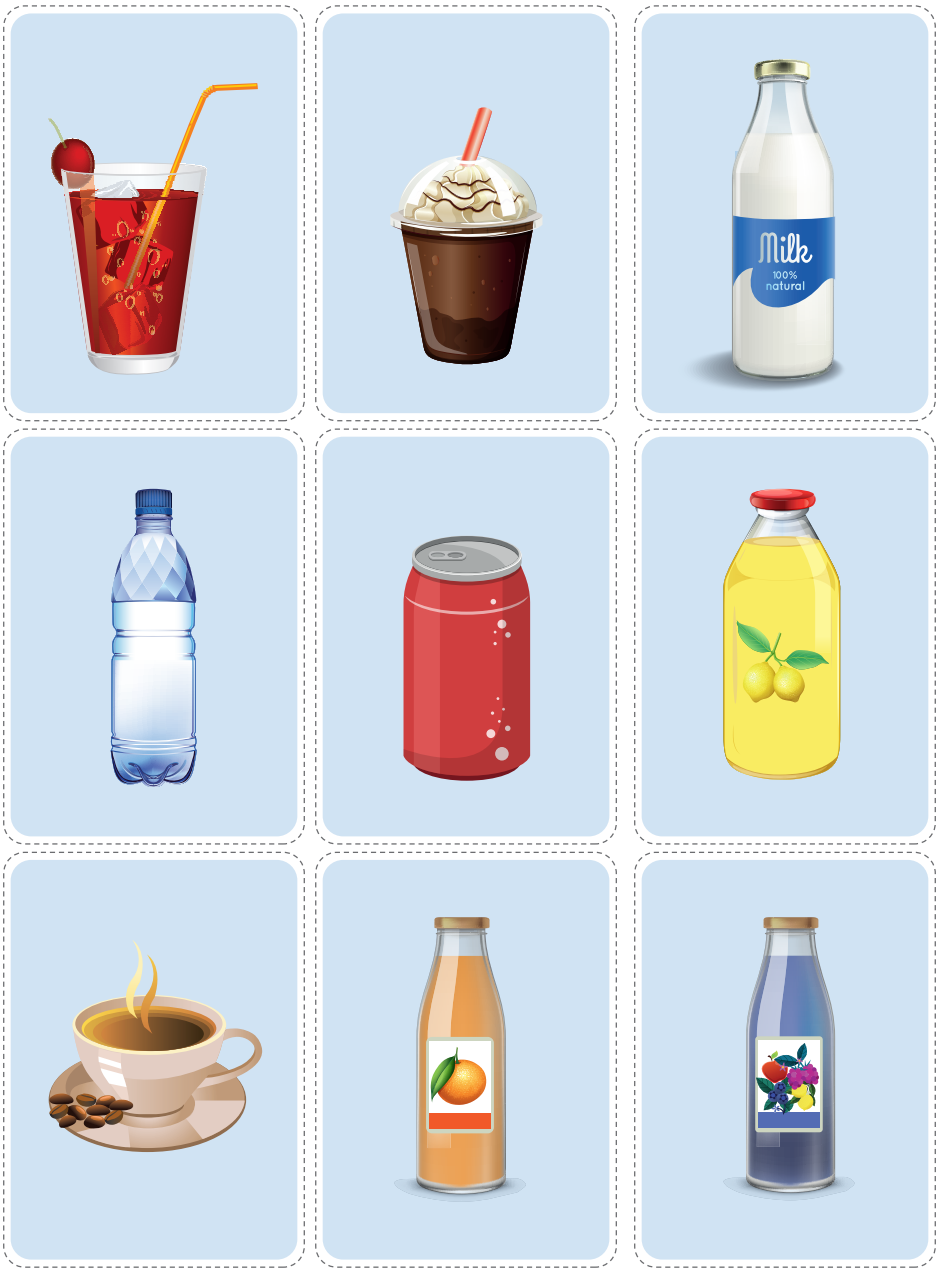



Pedro
Sakura


Fuji
Afra






Milk
100%
natural



USEFUL RESOURCES

- An article with teaching tips about assessment for Learning
https://www.theguardian.com/teacher-network/teacher-blog/2013/aug/29/assessment-for-learingeffective-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

- 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

- 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

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