

Teaching English to Young Learners

by Halis Bereket

Introduction

**Practical classroom experience • participation
• variety • motivation • evidence**

Speaking Questions — Speak English Now

Questions that prepare learners to speak

Unit 1

In The Classroom

A. Answer the following questions.

1. What is your name?

2. What is your father's name?

3. What is your sister's name?

4. What is your brother's name?

5. How old are you?

6. How old is your mother?

7. How old is your father?

8. How old is your brother?

9. How old is your sister?

10. Where are you from?

11. Who do you live with?

12. How many people are there in your family? Who are they?

13. Have you got a twin brother?

14. Have you got a twin sister?

15. Who is Tina's twin brother?

16. Who is Tom's twin sister?

From Questions to Extended Speaking

Talk about yourself • your family • your class • your room

B. Talk about;

1. yourself (introduce yourself)

2. your father

3. your mother

4. your brother(s)

5. your sister(s)

6. your class teacher

7. your grandpa

8. your grandma

9. your class

10. yourself (hair, eyes, mouth,)

Family Presentation — Model and Personalise

Model → personalise → teacher check → present

MY FAMILY

There are five people in my family.
They are my father, my mother, my brother, my sister and me.

My father is the oldest. He is thirty eight years old. My mother is younger than my father. My sister is the youngest. I am older than my sister.

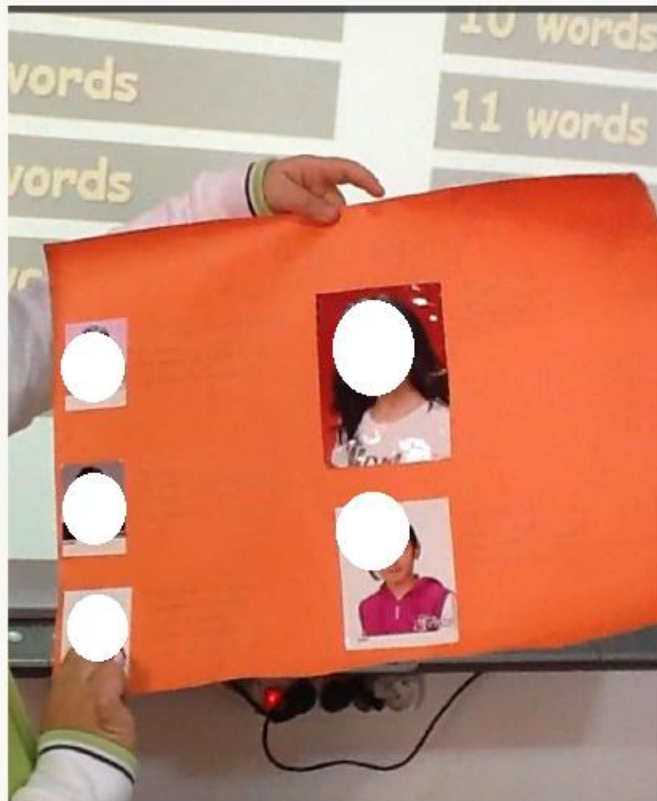
My mother is the cleverest in my family. She is cleverer than me.

My brother is the tallest in my family. He is taller than my father. My sister is the shortest.

Not: Sevgili Ogrenciler, ustteki bilgileri de kullanarak ailenizle ilgili ikinci sunum cumlelerinizi bir kagit parcasina hazirlayin. Bana getirin. Ben yanlislarinizi duzelttikten sonra sinifta sunumunuzu yapabilirsiniz. Bu sunumunuzu 15 Ocaktan once bitirmelisiniz. Sevgilerimle..... H. BEREKET

Family Presentation with a Poster

A learner-made visual supports speaking



Family Presentation with PowerPoint

Technology-supported oral production



Speaking Worksheet

Prepare answers before classroom speaking

Slide 8

2014/2015 Academic Year

4th classes Speaking Worksheet

A. Answer the following questions.

1. Is there a beach in Diyarbakir?
_____.
2. What can you see out of the window now?
_____.
3. Is your school by the sea?
_____.
4. Is your school by a river?
_____.
5. Is your school by a waterfall?
_____.
6. Is your school old or new?
_____.
7. Is there a library in your school?
_____.
8. How many classes are there in your school?
_____.
9. Who is the oldest in your family?
_____.
10. Who is the youngest in your family?
_____.
11. Who is the tallest in your family?
_____.
12. Is your father older than your mother?
_____.
13. Is your father taller than your mother?
_____.
14. Are you older than your father?
_____.
15. Are there any trees in your school garden?
_____.
16. Can we make a plate from glass?
_____.
17. Can we make a plate from paper?
_____.
18. Can we make a plate from metal?
_____.
19. Can we make a plate from plastic?
_____.
20. Can we make a cup from glass?
_____.

Story-Based Speaking — Danger on the Island

Read → understand → answer → speak

B. Read Haruki's story (Danger on the Island) then answer the following questions.

1. Where does Haruki live?

2. Who does Haruki live with?

3. How many people are there in Haruki's family?

4. Who are the people in Haruki's family?

5. What is there near Haruki's house?

6. What does Haruki's Grandma do every day?

7. What does Grandma like?

8. What doesn't Grandma like?

9. Grandma sees something strange. What is strange?

10. Where are the birds and the other animals going?

11. What does Grandma say?

12. What does Haruki see?

13. Where are the bats flying?

14. What does Haruki do?

15. Where do all people go?

16. What is the big wave?

17. What does the tsunami do?

Cartoon Characters and “Can”

Familiar characters make practice concrete

Unit 4 Cartoon Characters

Answer the following questions.

1. Can Superman carry the rock?

2. Can Lucky Luke ride a horse?

3. Can Tom climb a tree?

4. Can Wixx mermaid dive?

5. Can Garfield take pictures?

6. Can Yogi Bear drive a car?

7. Can Tom Cat catch Jerry?

8. Can Olive cook?

9. Can Tweety do puzzles?

10. Can Pink Panther play the piano?

11. What can Pink Panther do?

12. Can you read English books?

13. Can you speak English?

14. Can you climb a tree?

15. Can you ride a bike?

16. Can you ride a horse?

Weekly Listening Quiz

Listen → reconstruct → write



Names:

Listen and write the words in the blanks.

It's _____ for Class 4 to _____ their dance. The music _____ and they all _____.

They are very _____. Suddenly the _____ stops.

_____ is no electricity. The _____ are _____ sad.

Then they _____ a beautiful voice singing. Everyone _____ round. It's lpek! They _____ back onto the stage and _____ dance.

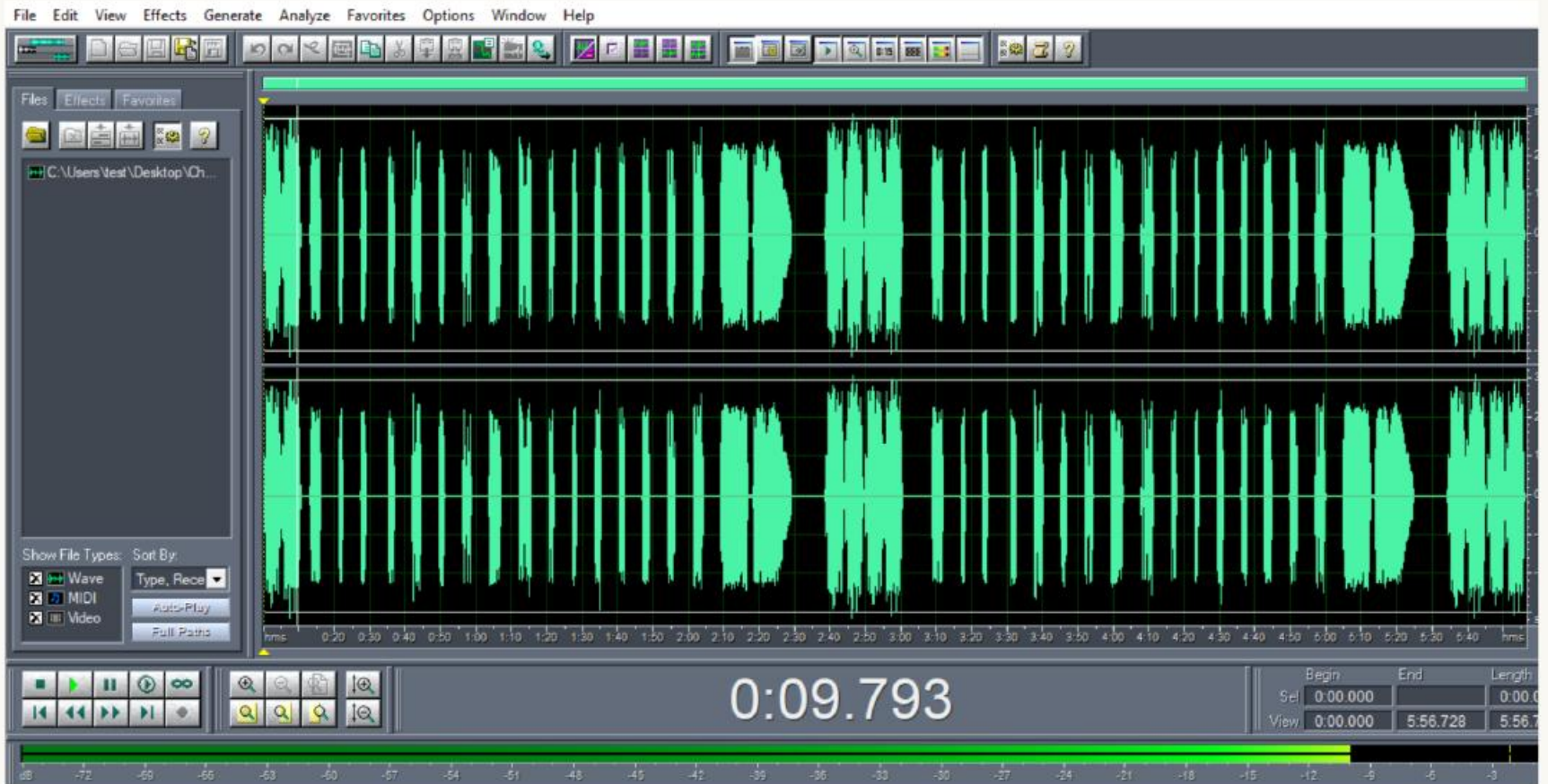
The dancing is _____ and the singing is _____. When they _____, everyone _____.

Thank _____, lpek!

The winners _____ Class 4 _____ Sunnyhill School!

Teacher-Edited Listening Audio

Pacing • volume • pauses • music



Five-Question Competition Rounds

5 questions → collect answer sheets → score

Test 1 in the Classroom ★ Marksheet	QUESTIONS: 1-5	Test 1 in the Classroom 1-7. sorakda bu herketler yeteren reňlerden deňkde okamak uýgan diýen azadlyk wegeňiň bulans. 1  A) Excuse me B) Clean the classroom C) Stand up D) Thank you	Test 1 in the Classroom 1-7. sorakda bu herketler yeteren reňlerden deňkde okamak uýgan diýen azadlyk wegeňiň bulans. 2  Even, look at my new book. I have lots of new books in it. Wow! It looks beautiful! A) bookshelf B) pencil case C) crayons
1 00:04	2 00:04	3 00:13	4 00:13
Test 1 in the Classroom 1-7. sorakda bu herketler yeteren reňlerden deňkde okamak uýgan diýen azadlyk wegeňiň bulans. 3. Ashi : _____, please! It's very hot inside. Emel: Ok, just a minute! a) Paint a picture b) Bring your dictionary c) Close the door d) Open the door	Test 1 in the Classroom 1-7. sorakda bu herketler yeteren reňlerden deňkde okamak uýgan diýen azadlyk wegeňiň bulans. 4  a) Close the door b) Be quiet c) Clean the board d) Sit down	Test 1 in the Classroom 1-7. sorakda bu herketler yeteren reňlerden deňkde okamak uýgan diýen azadlyk wegeňiň bulans. 5. Mert : What does "whiteboard" mean, sir? Teacher: Please _____. a) read me a story b) use your dictionary c) don't come to class late again d) turn off the computer	Submit your answer sheets.
5 00:13	6 00:13	7 00:13	8 00:13

Live Excel Ranking

Enter responses → automatic score → changing rank

1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Revision Before the Written Exam

Prepare learners before assessment

2014 / 2015 Academic Year
Class: 4 Revision Worksheet (Before the 3rd Exam)

Name, Surname: _____

A. Write answers shortly.

- Do you like swimming? (V) _____
- Do you like playing chess? (X) _____
- Do you like singing? (N) _____
- Do you like colouring? (X) _____
- Do you like watching cartoons? (V) _____

B. Answer the questions.

	cooking	puzzles	dancing
Adam	/	/	X
Seyhan	/	/	/
Tayyar	X	/	X

- Do you like cooking, Tayyar?
A: Yes, I like cooking.
- Do you like dancing, Tayyar?
B: _____
- Do you like doing puzzles, Seyhan?
B: _____
- Who likes cooking?
B: _____
- Who likes dancing?
B: _____
- Who likes doing everything?
B: _____

C. Match the verbs and actions.

catch	fish	a computer
use	high	
fly	fish	
climb	in the sea	
jump	books	
take	a plane	
ride	pictures	
drive	a bicycle	

D. Fill in the gaps with can or can't.

- I _____ ride a horse. (V)
- He _____ fly a car. (X)
- She _____ cook. (V)
- I _____ swim. (V)
- They _____ play basketball. (X)
- It _____ run fast. (V)

E. Write the questions.

- Can he cook?
Yes, he can cook.
- No, she can't ride a horse.
- No, it can't climb trees.
- Yes, they can read books.
- Yes, we can play football.

F. Write sentences.

- He / swim / fly (X) _____
- She / cook / dance (X) _____
- They / ski / skate (X) _____
- We / read / watch TV (X) _____
- It / climb trees / talk (X) _____

G. Write short answers.

- Do you like cycling? (V)
Yes, I do.
- Do you like playing football? (X) _____
- Do you like dancing? (V) _____
- Do you like painting? (X) _____
- Do you like speaking English? (X) _____
- Do you like camping? (V) _____

H. Read and choose the correct word.

- Do you like climbing, Tayyar?
Yes, I like / I don't like climbing.
- Do you like painting, Tayyar?
Of course, I don't like / I like painting.
- Do you like doing homework, Tayyar?
No, I like / I don't like doing homework.
- Do you like playing football, Afi?
Yes, I don't like / I like playing football.
- Do you like taking photographs, Tayyar?
No, I don't like / I like taking photographs.

I. Fill in the blanks with the following words.
climb, fly, ride, play

1. _____ a plane	5. _____ volleyball
2. _____ a mountain	6. _____ a tree
3. _____ a bike	7. _____ a horse
4. _____ a kite	8. _____ an instrument

J. Write sentences.

- She / paint / climb (X)
She can paint, but she can't climb.
- He / run / swim (X) _____
- They / sing well / dance (X) _____
- We / jump high / run fast (X) _____
- It / chase a ball / talk (X) _____

Organize the places to write.

Write here

15

Written Exam — Varied Task Types

Answer • match • complete • produce

2014 – 2015 EĞİTİM-ÖĞRETİM YILI 1. DÖNEM 3. İNGİLİZCE YAZILISI
13th January, 2015

NAME: _____ NO: _____
SURNAME: _____ CLASS: 4A MARK: _____

A. Answer the questions. (15 points)

	cooking	puzzles	dancing
Adam	/	/	X
Seyhan	/	/	/
Yasar	/	/	X

1. A: Do you like cooking, Yasar?
B: Yes, I like cooking.

2. A: Do you like dancing, Yasar?
B:

3. A: Do you like doing puzzles, Seyhan?
B:

4. A: Who likes cooking?
B:

5. A: Who likes dancing?
B:

6. A: Who likes doing everything?
B:

B. Match the verbs and actions. (20 points)

catch <u>fish</u>	a computer
use	high
climb	fish
jump	trees
take	pictures
ride	a bicycle

C. Fill in the gaps with can or can't. (20 points)

1. I can ride a horse. (✓)

2. I lift a car. (X)

3. I cook. (✓)

4. I swim. (✓)

5. I play basketball. (X)

6. I run fast. (✓)

D. Write short answers. (15 points)

1. Do you like cycling? (✓)
Yes, I do.

2. Do you like playing football? (X)
.....

3. Do you like dancing? (✓)
.....

4. Do you like painting? (X)
.....

5. Do you like speaking English? (X)
.....

6. Do you like camping? (✓)
.....

E. Fill in the blanks with the following words. (15 points)

climb, fly, ride, play

1. a plane

2. a tree

3. a kite

4. volleyball

5. a horse

F. Write sentences. (15 points)

1. (she / paint ✓ / climb X)
She can paint, but she can't climb.

2. (he / run ✓ / swim X)
.....

3. (they / sing well ✓ / dance X)
.....

4. (we / jump high ✓ / run fast X)
.....

5. (it / chase a ball ✓ / talk X)
.....

Good Luck

Worksheets with Correction

Practise → teacher feedback → file and revisit

Since the beginning of the school year, I have planned a number of activities designed to improve our students' English knowledge and skills. As I have not achieved all the results I hoped for in some of these activities, I am sending you this second letter. With your support, I believe our success can be much greater. My only request is that you ask your child what he or she has done in relation to the activities described below.

For each unit, I give students worksheets as homework. I simply ask you to sign these sheets so that you can follow what is happening. Unfortunately, many students do not complete their worksheets regularly. I explain how the worksheets should be done. When there are mistakes, I correct them and return the sheets to the students, who then keep them in their English folders.

Every week I give a short quiz. I tell the students beforehand what I am going to ask. I record a grade for students who score 50 or above. I give small gifts to the student who comes first, and stars to the top three students in the class. At the end of the term, I will give illustrated achievement certificates to students who have collected many stars.

Vocabulary Through Repeated Use

Meet it • write it • say it • use it

Since the beginning of the school year, I have planned a number of activities designed to improve our students' English knowledge and skills. As I have not achieved all the results I hoped for in some of these activities, I am sending you this second letter. With your support, I believe our success can be much greater. My only request is that you ask your child what he or she has done in relation to the activities described below.

For each unit, I give students worksheets as homework. I simply ask you to sign these sheets so that you can follow what is happening. Unfortunately, many students do not complete their worksheets regularly. I explain how the worksheets should be done. When there are mistakes, I correct them and return the sheets to the students, who then keep them in their English folders.

Every week I give a short quiz. I tell the students beforehand what I am going to ask. I record a grade for students who score 50 or above. I give small gifts to the student who comes first, and stars to the top three students in the class. At the end of the term, I will give illustrated achievement certificates to students who have collected many stars.

Reader's Cycle

Borrow → read → return → record

PURSUIT FORM OF READER'S CYCLE					
Name:			Department:		
	Name of the book	Code	Date of barrowing	Date of delivery	Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					

Book Report

Read → identify → describe → summarise

/ 2000/2001 Academic Year
Grade: 5
Worksheet No: 06

BOOK REPORT

Name of the book :	_____	A summary of the story :	_____
Name of the publisher :	_____		_____
Name of the author :	_____		_____
Date of publication :	_____		_____
Place of publication :	_____		_____
A list of characters :	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
Description of characters :	_____	The main idea of the <u>story</u> :	_____
	_____		_____
	_____		_____
	_____		_____
	_____	Place names in the <u>story</u> :	_____
	_____		_____
	_____		_____
	_____		_____
	_____	Prepared by :	_____

Alphabet Booklet

Language + basic computer skills

Creating an Alphabet Booklet

**Suggested
Grades** 2

Objective Students will create an alphabet booklet using a word processing program. Through this they will practice the specific word processing skills of formatting, saving, retrieving, editing, cutting & pasting, adding graphics, and typing. Additionally, the language arts skills that will be practiced include letter sound recognition and sentence writing.

Materials

- computer with a word processing program
- clip art library
- disks

Method

- Create a new word processing document and name it "alphabet book".
- Begin writing a sentence for the letter "A": A is for _____.
- Search clip art library for a picture that begins with "A".
- Insert the clip art into the document (resize if necessary).
- Add another sentence that describes the word.
- Repeat process until the letter "Z".
- Since this lesson will be done over a few weeks, after each session, save the document.
- Print up when finished.
- Cut out each page and paste it onto similar size pages into a booklet.

Teacher-Prepared DVD

Extend learning beyond the classroom

İLKOKUL

Unit 8: My Clothes

Unit 8 Student's Book

Unit 8 Workbook

İNGİLİZCE

Konu Testi

Test 15

Test 16

Beşibiryerde

Test 15

Test 16

Yayınları Test 8

Test Your Mind

word	8 words
words	9 words
words	10 words
words	11 words
words	12 words
words	13 words
words	14 words

Weather Report

Clothes

Clothes dict.

Clothes game1

Clothes game2

Clothes game3

Clothes

Clothes

Clothes

Clothes

Clothes

Clothes

Clothes

The Fantastic family is back!

The Warm Up Routine
Hello, Teacher! Hello, Friends!
Here we are in class again.
Let's all sing and let's all shout.
Clap our hands! Wave our arms about.
It's time to learn English again.
With the Fantastic familyeeee!

Songs, Videos and Multimedia

Variety with a learning purpose

Good Times

Oh, let's sing a song and be happy all day.
Oh, let's sing a song and be happy all day.
Good times are coming, are coming our way.
Good times are coming, are coming our way.
Oh, let's tell a story and make it come true.
Oh, let's tell a story and make it come true.
Good times are everywhere, good times are near!
Good times are everywhere, good times are here!



The Fantastic family is back!



The Warm Up Routine

Hello, Teacher! Hello, Friends!
Here we are in class again.
Let's all sing and let's all shout.
Clap our hands! Wave our arms about.
It's time to learn English again.
With the Fantastic famileeeee!

First Parent Letter — The Plan

What I planned to provide

B. English Translation

Dear Parent,

For each unit, I will give our students worksheets as homework. I simply ask you to sign these worksheets. In this way, you will be able to follow what is happening and see what your child is doing.

Through whole-class or individual competitions and different weekly assessments, I will be able to observe my students' study habits and level of effort. When we meet, I will therefore be able to give you more detailed information about your child.

To help the children enjoy their English lessons, I will use competitions, rewards and songs. In this way, I will try to encourage them to learn English willingly, without forcing them.

For each unit, I will ask the students to prepare a project and present it to the class. Some of these projects will also be used in presentation competitions among the Grade 4 classes.

I will also try to enrich my lessons with enjoyable materials designed to help students remember, revise and reinforce what they have previously learned, including PowerPoint games, videos, MP3 stories and other materials.

I have tried to arrange our four weekly English lessons so that the students have one English lesson each day. Therefore, if you ask your child every day what we have done in class and take time to listen to them, I believe that together we can increase their success.

Yours sincerely,
English Teacher
Halis BEREKET

Second Parent Letter — Implementation

What was actually happening?

Dear Parent,

Since the beginning of the school year, I have planned a number of activities designed to improve our students' English knowledge and skills. As I have not achieved all the results I hoped for in some of these activities, I am sending you this second letter. With your support, I believe our success can be much greater. My only request is that you ask your child what he or she has done in relation to the activities described below.

For each unit, I give students worksheets as homework. I simply ask you to sign these sheets so that you can follow what is happening. Unfortunately, many students do not complete their worksheets regularly. I explain how the worksheets should be done. When there are mistakes, I correct them and return the sheets to the students, who then keep them in their English folders.

Every week I give a short quiz. I tell the students beforehand what I am going to ask. I record a grade for students who score 50 or above. I give small gifts to the student who comes first, and stars to the top three students in the class. At the end of the term, I will give illustrated achievement certificates to students who have collected many stars.

For the first unit, students were expected to give a classroom presentation introducing their families. Unfortunately, many students did not give their presentations. I would appreciate it if you asked your child whether he or she has completed this presentation.

Every week I also organize group competitions, again telling students beforehand what I will ask. I give small gifts to the winning group.

To help our children make productive use of their free time, I prepared a DVD containing English-language materials for each student and gave it to them as a gift. I would be pleased if you first looked through the contents of the DVD together and then allowed and encouraged your child to use these materials.

To help students enjoy English lessons, I use competitions, rewards, songs and videos. In this way, I try to help our children learn English willingly, without forcing them. At the same time, they need to learn newly introduced vocabulary, particularly through writing. After preparing in advance and having their work checked by me, they also need to give many presentations in English in class. In addition, I have begun preparing a new project to help our students understand the English they hear. I believe that, once completed, it will contribute to our success.

Day by day, I am developing a clearer understanding of your child's study habits and level of achievement. I can advise your child on how to become more successful and what to pay attention to while studying. I can also offer you such advice when you visit the school.

Yours sincerely,
English Teacher
Halil BEREKET

Year-End Learner Evaluation

Materials • teacher use • learner effort • suggestions

4A

	Ex.1	Ex.2	Ex.3	Act.1	Act.2				w	P1	P2
1	61	61	81	100	100	80.6	68	5	+	+	+
2	79	98	96	100	100	94.6	91	5	7	+	+
3	77	97	59	100	100	86.6	78	5	6	+	+
4	70	95	92	100	100	91.4	86	5	+	+	+
5	91	95	100	100	100	97.2	95	5	10	+	+
6	70	88	85	100	100	88.6	81	5	8	-	-
7	1	30	29	80	90	46	20	3	4	+	+
8	37	35	63	100	100	67	45	4	4	+	+
9	88	92	91	90	90	90.2	90	5	5	+	+
10	60	64	58	100	100	76.4	61	5	12	+	+
11	97	93	98	100	100	97.6	96	5	10	+	+
12	100	96	97	100	100	98.6	98	5	8	+	+
13	2	19	49	100	100	54	23	3	4	+	+
14	66	87	83	100	100	87.2	79	5	+	+	+
15	82	99	100	100	100	96.2	94	5	4	-	-
16	66	62	52	100	100	76	60	5	4	+	+
17	20	43	65	100	100	65.6	43	4	6	+	+
18	21	45	61	100	100	65.4	42	4	6	+	+
19	28	9	34	75	80	45.2	24	3	-	+	+
20	36	18	47	60	65	45.2	34	3	-	+	+
21	91	95	100	100	100	97.2	95	5	-	+	+
22	49	81	90	100	100	84	73	5	7	+	+
23	43	97	100	80	80	80	80	5	-	+	+
24	41	28	57	100	100	65.2	42	4	6	+	+
25	72	65	55	80	82	71	64	5	1	+	+

Stars and Small Rewards

Make effort and progress visible

2014 / 2015 Academic Year

4A All Stars

	Numb.	Name, Surname	Exam Quiz	Worksheet	My Family 1	My Family 2	Stars	
1			19	12	5	5	41	
2			36	5	5	5	48	
3			12	6	5	5	28	
4			27	12	5	5	49	
5			47	10	5	5	67	
6			3	8			6	
7			0	4	5	5	4	
8			10	0	5		15	
9			2	5	5	5	12	
10			22	6	5	5	38	
11			38	10	5	5	58	
12			41	8	5	5	59	
13			2	4	5	5	4	
14			10	12	5	5	32	
15			23	4			27	
16			1	4	+		5	
17			8	0	5	5	18	
18			2	0	5	5	12	
19			0	0	5	5	0	
20			0	0			0	
21			31	0	5	5	41	
22			1	7	5	5	9	
23			9	0			9	
24			0	3	5	5	1	
25			0	1	5	5	6	

End-of-Year Achievement Certificate

One document, many dimensions of learning



KEEP IN MIND as Documented on the Certificate

Listening/memory work within the wider system

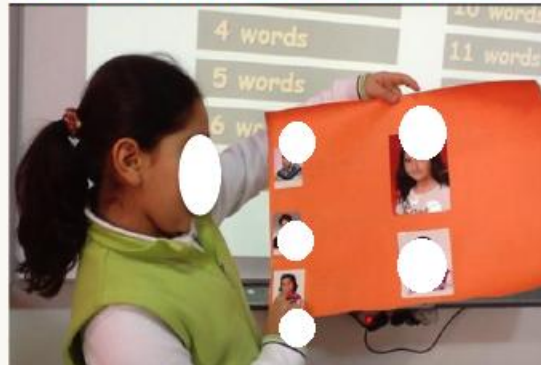


Plan → Practice → Evidence

The classroom system seen across documents

Good Times

Oh, let's sing a song and be happy all day.
Oh, let's sing a song and be happy all day.
Good times are coming, are coming our way.
Good times are coming, are coming our way.
Oh, let's tell a story and make it come true.
Oh, let's tell a story and make it come true.
Good times are everywhere, good times are near!
Good times are everywhere, good times are here!



B. English Translation

Dear Parent,

For each unit, I will give our students worksheets as homework. I simply ask you to sign these worksheets. In this way, you will be able to follow what is happening and see what your child is doing.

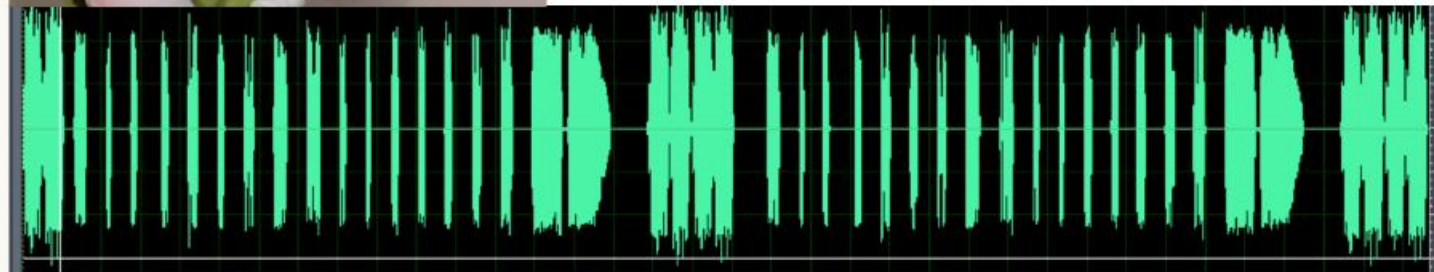
Through whole-class or individual competitions and different weekly assessments, I will be able to observe my students' study habits and level of effort. When we meet, I will therefore be able to give you more detailed information about your child.

To help the children enjoy their English lessons, I will use competitions, rewards and songs. In this way, I will try to encourage them to learn English willingly, without forcing them.

For each unit, I will ask the students to prepare a project and present it to the class. Some of these projects will also be used in presentation competitions among the Grade 4 classes.

I will also try to enrich my lessons with enjoyable materials designed to help students remember, revise and reinforce what they have previously learned, including PowerPoint games, videos, MP3 stories and other materials.

I have tried to arrange our four weekly English lessons so that the students have one English lesson each day. Therefore, if you ask your child every day what we have done in class and take time to listen to them, I believe that together we can increase their success.



Closing — Create Opportunities for Success

**Create opportunities. Make learning meaningful.
Let young learners experience success.**