

## ADALYA KOLEJI

### PARROT ENGLISH

**Year 9**

#### BOOKS

ENGLISH - TURKISH DICTIONARY

**(Pocket Dictionary) x2**

Students should provide their own Turkish English Dictionary (redhouse is preferable) a pocket size dictionary is ok. One dictionary shall be kept at school and the other at home.

I want them to have this dictionary with them at all times, specifically in class.

TEXT BOOK

**TBA**

READERS

**TBA**

These reader books are to be read together as a class, in class time with the teacher directing, guiding and assisting specifically with pronunciation.

Each student will be asked random at intervals to read aloud with every other student following.

Any tasks that are in the reader should be completed with the teacher in class as a class.

After completing the book, an analysis of the book and a written text should be handed in to the teacher to be marked.

#### SET TASKS

**Spelling (weekly)**

(Grade9 File)

I want this task done on a weekly basis. The students are given a certain number of words every week and given a whole week to practice the words and at the end of that week a spelling test. This can be a spelling competition for the students as they will be marked every week. These marks shall be noted and kept for record. Refer to Spelling Instructions and Tasks from the Teachers Instructions file.

### **Writing Journals/Essays– (weekly)**

Writing can be done in any shape or form. For example, writing about the past one week. The student can write about a topic of their own choice. The student can also be given a task to write essays.

Refer to Journal Writing and Essays guide from the Teachers Instructions file.

### **Reading – Aloud in class (weekly)**

Refer to the above reader books explanations and Reading Components for further details in the Teachers Instructions file.

### **Presentations by students (weekly)**

I want students to stand up in front of the class and talk about a topic, present a topic, formal or informal. This can be a selected theme that the student chooses. It can be a presentation of a project of some sort. Or even talking about what the student did on the weekend. The choice is up to the like of the student. Or the teacher can allocate themes/topics that the student will be guided by.

Refer to Oral Presentation guide from the Teachers Instructions file.

### **Sentence Building (verbal)**

Build on simple to complex sentences.

Practice this weekly for effective results. This can also be worked in pairs, where the students practice it in a dialog format.

Refer to Sentence Building Instructions and Tasks from the Teachers Instructions file.

### **Phrasal Verbs and Common Phrases** (Grade9 File)

Encourage students to use phrasal verbs from lists provided. Refer to Phrasal Verbs and Common Phrases tasks from the Teachers Instructions file.

### **Idioms** (Grade9 File)

Students need to become familiar with idioms proverbs and expressions to develop a better understanding and usage of the English language a native speaker. Refer to Idioms guide from the Teachers Instructions file.

### **Role Plays/Drama & Scenarios** (Grade10 File)

Every single student should be involved or encouraged to be involved. Interpreting role plays is vital. Refer to Role Play guide from the Teachers Instructions file.

**Dialogs**

In every shape and form included in almost every lesson.

**Debates** (Grade9 File)

Refer to Debates guide from the Teachers Instructions file.

**Picture Works**

Verbal and at times written descriptions of pictures and other visual material.

**Games**

Any game will do that is conducted in English and involves every student. Refer to Games information from the Teachers Instructions file.

**Folio**

All students without fail along with a notebook, must keep a folio containing all handouts and work done in class including homework.