

**ADALYA KOLEJI**  
**PARROT ENGLISH**

**Grade 5**

**“We must only use English in class unless we need to use the  
“break glass in case of an emergency””**

**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.

***READERS***

**TBA**

Reader books are to be read online individually or together as a class in class with the teacher directing, guiding and assisting specifically with pronunciation.

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

Any tasks that are set for the reader should be completed with the teacher in class.

Students should be encouraged to take note of any words they don't understand and look it up in the English - Turkish dictionary.

**SET TASKS**

**Spelling (weekly)**

(Grade5 File)

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

### **Show and Tell (weekly)**

I want students to stand up in front of the class and talk about any topic or show and tell about an item of interest that the student chooses. The student can be encouraged to bring personal items from home or anywhere. The student could also just talk about what the student did on the weekend. It is at the discretion of the class teacher and the student for this weekly practice. Please keep a record of the student taking part in show and tell and note the topic covered by them. If possible or convenient you can video record the student performing this task with their permission. Refer to Show and Tell details from the Teachers Instructions file.

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

Simply start with one word sentences or commands like sit, stand and so on. Then build onto 2 then 3 then 4 and grow on the number of words used in the sentences. This can also be worked in pairs too where the students do it in a dialog format. Students can keep their own record of the number of words they use in a sentence. Also Jumble words of a sentence and have students unjumble them and you increase the difficulty level as they progress. These are only just a few examples of sentence building. Refer to Sentence Building Instructions and Tasks from the Teachers Instructions file.

### **Vocabulary building**

All kinds of words shall be learnt through topics, tasks and with the use of L1-L2 dictionary.

### **Commands - Phrasal Verbs** (Grade5 File)

Encourage students to use commands and common phrasal verbs. There are many ways you can teach this. Most important factor is to use it in dialog. We can follow the list provided and Refer to Phrasal Verbs tasks from the Teachers Instructions file.

### **Role Plays/Drama** (Grade5 File)

Every single student should be involved or encouraged to be involved in role plays. Topics can be set by the student themselves or a theme that is set by you. Refer to Role Play guide from the Teachers Instructions file.

### **Picture Works**

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

**Dialogs**

(Grade5 File)

In every shape and form include dialogs in every lesson. Particularly focus on questions and answers of all kinds. Make sure the students both ask and answer the questions and the teacher just guiding them through.

**Games**

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

**Interpreting** – Students take in turns the task of interpreting starting from words to sentences of topics of interest. Probably fun in a game format too.

**Folio**

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