

## APPENDIX 3 –Needs Analysis Instruments

### A. Strategy Analysis (Subjective Needs/Wants)

Photographic evidence of the paper-based instrument, based on Nikolov(2009:233).

The children completing the instrument: “We can/can’t, we like/don’t like, topics we want to learn about” sheets of paper.





The final product created by the children.

**B. Target Situation Analysis (Objective Needs)**

**Parents Questionnaire**

**Parents' Questionnaire: Senior A class, Dede Schools of Foreign Languages, Kapandriti, Greece.**

Name of Child:

Date of Birth:

Mother tongue Language:

Does he/she speak any other languages fluently?

Is he/she learning any other languages?

How long has he/she been learning English?

- **Please rank the following items in order of importance, in your opinion: 1= most important/10= least important.**

I would like my child to learn English because he/she will be able to:

Can understand films and TV programmes

Surf the Internet easily

Use English when travelling abroad

Can get a good job in the future

Needs English to study at University abroad

Needs to communicate with people all over the world

Will be able to read classic English literature in the original language

Can understand more about the world by reading/listening to International news

Can understand pop songs and sing along

Speak an International language

- **Please tick the appropriate box for the following statements:**

✓ **(1) Strongly disagree**

✓ **(2) Disagree**

✓ **(3) Slightly disagree**

- ✓ ( 4) Partly agree
- ✓ ( 5) Agree
- ✓ ( 6) Strongly agree

	1	2	3	4	5	6
Language is a system of grammar rules.						
Vocabulary is the most important part of language.						
Language is basically a means of spoken communication.						
Language is for maintaining and establishing social relationships.						
Learning grammar rules is essential to learn a language.						
The best way to learn a language is to be exposed informally to authentic speech.						
Language is learned best when the teacher uses authentic materials in the class – songs/videos/books/magazines/internet etc						
Meaning is best explained using mother tongue.						
Grammar should be taught by Greek speakers.						
The course books should be based on real-life needs outside of the classroom.						
Topics that interest the students are more important than learning grammar rules and vocabulary. Children learn indirectly.						
The teacher should correct the students' errors at all times.						
The teacher must keep to the course book at all times.						
There should be more time for listening in the class.						
There should be more time for speaking in the class.						
There should be more time for writing in the class.						
There should be more time for grammar work in the class.						
I would like my child to receive more homework.						
Young children should not be given tests as they cause too much stress.						
Testing is good as parents can see how much their children know.						
Testing is good because it makes children read at						

home.						
Young children should be tested orally.						
Dictation is the only way to learn vocabulary.						
I would like my child to read an English book every month.						
I would like teacher/parent meetings.						

➤ **A few questions about your child at home:**

- Can you or anyone else in your family speak English? If yes, what is your level?
- Do you or anyone else help your child with their homework?
- Does your child have access to the Internet\_\_\_\_\_/to English books or magazines\_\_\_\_\_/to English films or songs\_\_\_\_\_/dictionaries\_\_\_\_\_?

- Do you take your child to theatres/art galleries/museums? Please circle:

Never Rarely (once a year) Sometimes (3 – 4 times a year) Often (5 – 6 times a year)  
Always (once a month)

- Does your child have a good relationship with his/her English teacher at the English Private School?
- Does your child enjoy going to English lessons?
- Does your child speak or read English outside of the classroom?
- When he/she was younger, did you or anyone else read bedtime stories?

**Please add any comments you would like to express regarding your child and his English learning experience.**

**Thank you for your cooperation!**

**Sharon Noseley**

Sample of completed questionnaire:

**Parents' Questionnaire: Senior A class, Dede Schools of Foreign Languages,  
Kapandriti, Greece.**

Όνομα παιδιού: Παπαγιώτης Νότης

Ημερομηνία Γέννησης:

Μητρική γλώσσα: Ελληνική

Μιλάει άλλη γλώσσα άπταιστα;

Μαθαίνει άλλη γλώσσα; 1

Πόσο καιρό μαθαίνει Αγγλικά; 3 χρόνια

Παρακαλώ αξιολογήστε τα παρακάτω κατά σειρά σπουδαιότητας: 1=περισσότερο σημαντικό/10=λιγότερο σημαντικό.

Θα ήθελα το παιδί μου να μάθει Αγγλικά για να μπορεί να:

- 5 κατανοεί έργα και τηλεοπτικά προγράμματα
- 6 σερφάρει στο Internet εύκολα
- 2 μιλάει Αγγλικά σε ταξίδια στο εξωτερικό
- 2 αποκτήσει μία καλή δουλειά στο μέλλον
- 1 σπουδάσει σε πανέπιστήμιο στο εξωτερικό
- 2 επικοινωνεί με ανθρώπους σε όλο τον κόσμο
- 6 διαβάζει κλασική Αγγλική λογοτεχνία στην πρωτότυπη γλώσσα
- 2 κατανοεί περισσότερο τον κόσμο διαβάζοντας ή ακούγοντας Διεθνείς ειδήσεις
- 5 κατανοεί ποπ τραγούδια και να τα τραγουδάει
- 1 μιλάει μια γλώσσα η οποία είναι διεθνής

➤ Παρακαλώ σημειώστε το κατάλληλο κουτί για τις ακόλουθες δηλώσεις:

- ✓ (1) Διαφωνώ πάρα πολύ
- ✓ (2) Διαφωνώ
- ✓ (3) Διαφωνώ λίγο
- ✓ (4) Εν μέρει συμφωνώ
- ✓ (5) Συμφωνώ
- ✓ (6) Συμφωνώ πάρα πολύ

	1	2	3	4	5	6
Η γλώσσα είναι ένα σύστημα γραμματικών κανόνων.						✓
Το λεξιλόγιο είναι το πιο σημαντικό μέρος της γλώσσας.					✓	
Η γλώσσα είναι βασικά μέσο προφορικής επικοινωνίας.		✓				
Η γλώσσα διατηρεί και δημιουργεί κοινωνικές σχέσεις.					✓	
Η μάθηση γραμματικών κανόνων είναι απαραίτητη για να μάθει κάποιος μια γλώσσα.					✓	
Ο καλύτερος τρόπος για να μάθει κάποιος μια γλώσσα είναι να εκτεθεί ανεπίσημα σε αυθεντικό λόγο.			✓			
Μαθαίνει κάποιος καλύτερα μια γλώσσα όταν ο καθηγητής χρησιμοποιεί αυθεντικό υλικό/ βίντεο/ περιοδικά/ ίντερνετ κλπ.						✓
Το νόημα εξηγείται καλύτερα μέσω της μητρικής γλώσσας.				✓		
Η γραμματική πρέπει να διδάσκεται από Έλληνες.				✓		
Τα βιβλία του μαθητή πρέπει να βασίζονται σε θέματα που καλύπτουν πραγματικές ανάγκες της ζωής.			✓			
Θέματα που ενδιαφέρουν τα παιδιά είναι πιο σημαντικά από ότι η μάθηση γραμματικών κανόνων και λεξιλογίου. Τα παιδιά μαθαίνουν με έμμεσο τρόπο.		✓				
Ο καθηγητής πρέπει πάντα να διορθώνει τα λάθη των μαθητών.					✓	
Ο καθηγητής πρέπει πάντα να κάνει μάθημα από το βιβλίο.			✓			
Πρέπει να αφιερώνεται περισσότερος χρόνος για την κατανόηση προφορικού λόγου μέσα στην τάξη.				✓		

Πρέπει να αφιερώνεται περισσότερος χρόνος για την παραγωγή προφορικού λόγου μέσα στην τάξη.				✓		
Πρέπει να αφιερώνεται περισσότερος χρόνος για την παραγωγή γραπτού λόγου μέσα στην τάξη.				✓		
Πρέπει να αφιερώνεται περισσότερος χρόνος για εξάσκηση στην γραμματική μέσα στην τάξη.				✓		
Θα ήθελα το παιδί μου να κάνει περισσότερες ασκήσεις στο σπίτι.		✓				
Δεν πρέπει οι μαθητές στις μικρές τάξεις να γράφουν τεστ γιατί τους προκαλούν άγχος.	✓					
Τα τεστ είναι ωφέλιμα γιατί οι γονείς μπορούν να δούν τι ξέρουν τα παιδιά τους.				✓		
Τα τεστ είναι ωφέλιμα γιατί κάνουν τα παιδιά να μελετούν στο σπίτι.						✓
Τα μικρά παιδιά πρέπει να εξετάζονται προφορικά.		✓				
Η ορθογραφία είναι ο μόνος τρόπος για να μάθει κάποιος λεξιλόγιο.	✓					
Θα ήθελα το παιδί μου να διαβάζει ένα βιβλίο Αγγλικών το μήνα.				✓		
Θα ήθελα συναντήσεις μεταξύ του καθηγητή και των γονιών.						✓

➤ Μερικές ερωτήσεις για το παιδί σας όταν είναι σπίτι:

- Μπορείτε εσείς ή κάποιος άλλος στην οικογένεια σας να μιλήσει Αγγλικά; Εάν ναι, ποιο είναι το επίπεδο σας;

Επίπεδο: Proficiency.

- Βοηθάτε εσείς ή κάποιος άλλος το παιδί σας στα μαθήματα του;

Κανείς

- Έχει το παιδί σας πρόσβαση στο ίντερνετ ...../ σε Αγγλικά βιβλία ή περιοδικά...../σε Αγγλικά έργα ή τραγούδια...../ σε λεξικά.....;

- Πηγαίνεται το παιδί σας σε θέατρο/πινακοθήκες/ μουσεία; Παρακαλώ κυκλώστε:

Ποτέ Σπάνια (μια φορά) Μερικές φορές (3-4 φορές τον χρόνο) Συχνά (5-6 φορές τον χρόνο) Πάντα (μια φορά τον μήνα)

- Έχει το παιδί σας καλή σχέση με τον/την καθηγητή/τρια στο φροντιστήριο των Αγγλικών του;

*Αριστά Καθ!*

- Αρέσει στο παιδί σας να πηγαίνει στα μαθήματα των Αγγλικών;

*Πολύ*

- Μιλάει ή διαβάζει το παιδί σας Αγγλικά εκτός φροντιστηρίου;

*Μιλάει με ανδρικούς που ζούσαν παλιά στο εξωτερικό*

- Όταν το παιδί σας ήταν μικρότερο, του διαβάζατε εσείς ή κάποιος άλλος ιστορίες πριν κοιμηθεί;

*Σίγουρα*

Παρακαλώ προσθέστε ότι σχόλια θέλετε να εκφράσετε για το παιδί σας και την εμπειρία του ως μαθητή Αγγλικών.

Ευχαριστώ για την συνεργασία σας!

### **C. Learning Styles**

Learning Styles Questionnaire based on Cohen and Oxford (2001): The children completed it alone, indicating Never (N) Sometimes (S) Always (A) and put it in an envelope to emphasize individuality and privacy.

**Thank you so much for your cooperation!**

**D. Learning Styles Questionnaire: Colour the picture that makes you think of how you learn!** Copy of a completed Questionnaire:

Panos Natis



A

Reading alone



N

Listening to stories



A

Working alone



N

Working with friends



S

Speaking aloud



S

Writing on the



A

board

Listening to music



S

Singing



S

Standing up



N

Sitting



A

down

Eating



A

Imagining



N

Biting my pencil



A

Making things



S

Meeting new people



S

Doing crosswords



S

Spelling out



aloud

Colouring/highlighting



N

Being messy



A

Painting



A

Making up stories



N

Doodling in my notebook



A

Using my computer



S

Playing computer games



A

Playing card games

## Appendix 4. Topics and Functions

### A. Target Language

CEFR Salient features of YLE candidates' performance: listening and speaking (in LTF, 21 Nov 2009 Papp, Khalifa and Charge, University of Cambridge ESOL)

Movers (A1) candidates' performance:

“Ability to interact in a simple way, initiate and respond to simple statements in areas of immediate need or on very familiar topics (asks and answers simple questions about themselves, where they live, people they know, and things they have, etc)”

Can Do Summary (Cambridge English Young Learners Handbook for Teachers, 2010)  
Movers

Typical Abilities	Listening and Speaking	Reading and Writing
Overall general ability	CAN agree or disagree with someone, using phrases such as 'I think so', 'You are right', 'I don't think so'. CAN ask questions and use fixed expressions, such as 'How much is/are..?', 'What's the matter?', 'I 'm good at..'	CAN understand simple sentences if they read them slowly and several times. CAN write simple sentences, using words given to them.
Social and Leisure	CAN understand when somebody talks about their family and friends in simple sentences. CAN ask somebody how they are and what they like doing and answer simple questions.	CAN understand simple stories and shorter texts with the help of pictures or drawings. CAN write what they like doing in their free time, using words given to them.
School	CAN understand instructions given by the teacher in the classroom, such as 'You must do this', 'Take off your coats'.  CAN ask questions about	CAN understand signs and simple notices.  CAN continue a story or a text that has been started in English or add words that are missing.

	school activities, for example, classroom tasks, homework, holidays.	
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Grammar and Structures List for Movers pp.25-29.Available from:

[https://www.teachers.cambridgeesol.org/ts/digitalAssets/117422\\_Young\\_Learners\\_English\\_Handbook.pdf](https://www.teachers.cambridgeesol.org/ts/digitalAssets/117422_Young_Learners_English_Handbook.pdf)

## Movers Speaking

### 5–7 minutes/4 parts

The Speaking Test is a face-to-face test with one candidate and one examiner. It lasts approximately six minutes. The examiner's language is scripted to ensure fairness to all candidates. The script gives examiners scope to offer help and encouragement.

Each child is taken into the test by an usher. This is someone who speaks the candidate's first language and may be known to the child. The usher explains the test format in the child's first language, before taking the child into the exam room and introducing them to the examiner.

The mark for the Speaking Test is based on ratings for interactive listening ability, production of appropriate and extended responses, and pronunciation.

#### Part 1

The examiner greets the candidate and checks the candidate's name. This part is unassessed.

The examiner starts the test by demonstrating what is required and by showing the candidate two pictures which look similar, but have

some differences. The examiner then asks the candidate to describe four differences.

#### Part 2

The examiner shows the candidate a sequence of four pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. He/she then asks the candidate to describe the other three pictures.

#### Part 3

The examiner shows the candidate four sets of four pictures where one picture in each set is the 'odd-one-out'. The candidate has to identify which picture is the odd-one-out in the remaining three sets and say why.

#### Part 4

The examiner asks the candidate some personal questions on topics such as school, weekends, friends and hobbies.

### Summary of Movers Speaking Test

Parts	Main skill focus	Input	Expected response
1	Describing 2 pictures by using short responses	2 similar pictures	Identify 4 differences between pictures
2	Understanding the beginning of a story and then continuing it based on a series of pictures	Picture sequence	Describe each picture in turn
3	Suggesting a picture which is different and explaining why	Picture sets	Identify odd-one-out and give reason
4	Understanding and responding to personal questions	Open-ended questions about candidate	Answer personal questions

### Recommendations for candidate preparation

Candidates in the Movers Speaking test are required to follow instructions and talk in a very simple way about different pictures, and to answer simple questions about themselves. These are standard tasks in most English classes for young learners. Cambridge Young Learners English Tests Sample Papers give examples of the kind of pictures, instructions and questions candidates will be asked to respond to.

#### Part 1

For Part 1, candidates should practise describing differences between two similar pictures. The differences may be related to colour, size, number, position, appearance, activity, etc.

For example:

*This coat is red, but this one's yellow.*

*Here, there's a bird, but here there's a cat.*

*Here, the boy's eating a burger, but here he's eating chips.*

*It's cloudy in this picture, but it's sunny in this one.*

Although the above represent examples of ideal responses, something much simpler is perfectly acceptable. For example, *Here red and here yellow, etc.*

### Part 2

Part 2 in the Movers Speaking test requires candidates to tell a simple story based on four pictures. Candidates will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence without necessarily developing these comments into a narrative.

Before asking candidates to tell the story, the examiner says, 'Look at the pictures first.' Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if a candidate needs help.

The structures candidates will need most frequently in this task are *There is/are*, the present tense of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous tense of some action verbs (for example, *play, read, look at, write, laugh, go*). They should be able to say things like *The woman's talking, The boy's in the park*. Candidates should also be able to describe simple feelings, for example, *The boy is/isn't happy*. The examiner will prompt by asking a question if a candidate needs help.

### Part 3

For Part 3, candidates should practise identifying the different one in a set of four pictures – for example, a picture of a book among three pictures of different fruits, a picture of some children sitting among three pictures of people dancing, a picture of a sweater among three pictures of animals and a picture of something on a bed among three pictures of something under a bed. Candidates are only expected to give simple reasons for choosing a picture as the different one. For example:

*These are fruit, this isn't.*

*This is a road, but these are water.*

*These are animals and this isn't.*

*This is on a bed, but these are under it.*

There may be many different ways of expressing the same difference. Candidates may also find an alternative difference to the one intended. This is perfectly acceptable provided they give a reason for their choice.

### Part 4

Finally, for Part 4, make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes. They should be able to answer questions such as:

*Who do you play with at school?*

*What games do you play at school?*

*What do you have for lunch?*

Only simple answers of between one to four words are expected. Questions will normally be in the present tense, but candidates should also be prepared to use the past tense and answer questions about, for example, what they did last weekend.

Use English to give everyday classroom instructions so that candidates become very familiar with the English of classroom exercises and activities.

Candidates create a good impression when they can handle greetings and other social formulae confidently. Make sure they are happy using *Hello, Goodbye* and *Thank you*. Encourage them to use *Sorry* or *I don't understand* when this is appropriate.

## Movers topics

Topics new at this level are in bold

- animals
- the body and the face
- clothes
- colours
- family and friends
- food and drink
- **health**
- the home
- numbers 1–100
- places and directions
- school
- sports and leisure
- time
- toys
- transport
- weather
- work
- the world around us

## **B. Present Topics Studied.**

Topics including Language covered in the course book in 2011/12 (Burlington Here We Go 1, Adams and Brooks, Burlington Books, Cyprus)

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## Appendix 5: Diagnostic Tests

A. Sample of course book class test, highlighting difficulties with Past Simple.

1 Who or what is it? Use the words below.

~~cow~~ • ~~enemy~~ • ~~princess~~ • giraffe • plate • castle • village

- 1. an animal with a long neck: giraffe ✓
- 2. the wife or sister of a prince: princess ✓
- 3. an animal that gives milk: cow ✓
- 4. people eat food on it: plate ✓
- 5. not a friend: enemy ✓
- 6. a small town: village ✓
- 7. the home of a king and queen: castle ✓

870  
 (7 x 1 = 7)  
 Great!



7

2 Circle the correct answer.

(8 x 1 = 8)

- 1. There's a beautiful donkey / duck on the lake. ✓
- 2. Jon and I play a game. He cheers / hides and I look for him. ✓
- 3. Let's pay / sell for the food and go home. ✓
- 4. The children are strong / hungry because they didn't eat. ✓
- 5. Tina cleaned the wall with fire / soap and water. ✓
- 6. Did you feel / shout sad or happy yesterday? ✓
- 7. People often wear statues / costumes in a parade. ✓
- 8. My brother keeps / uses his money under his bed. ✓

7

3 Complete the sentences. Use the words below.

(5 x 3 = 15)

~~spends a lot of time~~ • ~~in danger~~ • ~~look like~~ • ~~take photographs~~ • ~~time to go~~

- 1. It's very late. It's time to go. ✓
- 2. I used my new camera to take photographs at the parade. ✓
- 3. Has your sister also got blue eyes? Does she look like you? ✓
- 4. Dan loves the sea. He spends a lot of time at the beach. ✓
- 5. There's a snake near the children. They're in danger. ✓

15

# Test 5

Lessons 21-25

## VOCABULARY

Name: Fani Toton

4 Circle the correct answer.

(10 x 1 = 10)

1. A unicorn has got a ..... on its head.  
a. tail  
 b. horn  
c. wing ✓  
d. stomach
2. The homework isn't easy, it's .....  
a. strange  
b. excited ✓  
c. fantastic  
 d. difficult
3. My bedroom is messy and Mum is .....  
a. lovely  
 b. angry  
c. hungry  
 d. thirsty
4. Please ..... the car. It's time to go home.  
 a. get into  
b. walk around  
c. get out ✓  
d. pull up
5. My brother likes ..... about monsters.  
a. having a good time  
b. having a drink  
 c. telling stories ✓  
d. walking around
6. There are two ..... over that river.  
a. rides  
b. powers  
 c. bridges ✓  
d. goats
7. My dad ..... a house for my dolls.  
 a. built ✓  
b. started  
c. used  
d. stopped
8. Grandma has a hot ..... every night.  
a. party  
b. statue  
 c. good time ✓  
d. bath
9. Be careful! The dog has got ..... teeth.  
a. clean  
 b. sharp ✓  
c. dirty  
d. handsome
10. I don't like snakes. I'm ..... of them.  
 a. afraid ✓  
b. brave  
c. strange  
d. horrible

8

1 Complete the sentences. Use the Past Simple form of the verb in brackets. (10 x 1 = 10)

- 1. I ..... sleeped (sleep) for 13 hours last night. sleep
- 2. She ..... becume (become) a famous actress. became
- 3. Last week there ..... was (be) a fire in our village. ✓
- 4. Yesterday we ..... heval (have) a great time at the zoo. had
- 5. He ..... sell (sell) his bicycle to a friend. sold
- 6. Ron ..... didn't catch (not catch) the ball that I threw to him. ✓
- 7. Two days ago we ..... goed (go) sailing on the lake. went
- 8. The baby ..... cryed (cry) because she was hungry.
- 9. We ..... stopped (stop) at a pizzeria after the cinema. ✓
- 10. The children ..... didn't pay (not pay) for the sweets. ✓

7

2 Write questions and negative sentences. (5 x 4 = 20)

- 1. You went to a party last weekend.  
Did you go to a party last weekend?  
You didn't go to a party last weekend.
- 2. Your family travelled last summer.  
Did your family travell last summer?  
You didn't travell last summer.
- 3. Mum bought new clothes last week.  
Did mum buy new clothes last week?  
Mum didn't buy new clothes last week.
- 4. There were computers in my school 10 years ago.

3 Complete the dialogue. Use When / Where / What / Who / How and the words in bold to help you. (5 x 2 = 10)

- Sally: (1) Where did you go fishing last weekend? ✓
- Meg: At the lake.
- Sally: (2) Who did you go with? ✓
- Meg: I went with Bob and Cathy.
- (3) What did you do last weekend? ✓
- Sally: My family and I had a birthday party for my grandmother.
- Meg: (4) When was the party? ✓
- Sally: It was on Saturday afternoon.
- Meg: (5) How old is she? ✓
- Sally: She is 85 years old!

15

- 5. Were there computers in my school 10 years ago?  
There were computers in my school 10 years ago.
- 6. Our teacher gave us homework yesterday.  
Did our teacher give us homework yesterday?  
Our didn't teacher give us homework yesterday.

10


1 Read the passage. Then do the exercises that follow.

(10 x 1 = 10)

About 100 years ago in California, America, a man saw a strange animal in a forest in the mountains. It was very big. It had a lot of fur on its body and looked like a gorilla.

Many people heard about this strange animal and wanted to look for it. They found big footprints in the forest and they started to call the animal Bigfoot.

Today people still come to look for this animal, but is Bigfoot real? Some people say they took photographs of Bigfoot. They also tell stories about it. They think Bigfoot is very strong, but it isn't dangerous. It's shy and afraid of people. It hides in many places in the forest. They say it likes eating fish, small animals, fruit and plants.



A Write T (True) or F (False).

People say ...

- ...T... 1. Bigfoot has got fur on its body. ✓
- ...F... 2. Bigfoot lives in the jungle. ✓
- ...T... 3. Bigfoot is strong. ✓

- ...T... 4. Bigfoot is dangerous. ✓
- ...T... 5. Bigfoot is afraid of people. ✓
- ...F... 6. Bigfoot likes eating trees. ✓

B Find words for these definitions.

- 1. began (par. 2) ...started... ✓
- 2. pictures from a camera (par. 3) ...photographs... ✓
- 3. scared (par. 3) ...dangerous afraid... ✓
- 4. a place with a lot of trees (par. 3) ...forest... ✓

2 Write about a real animal or an animal from a film or a book. Describe what it looks like, where it lives and what it likes to eat.

(10 x 1 = 10)

My animal is cat. ~~for name is~~ My cat lives in a garden and house. It looks like ~~big~~ <sup>grey</sup> tigger. It plays <sup>with a ball</sup> and drinks milk. It's a ~~ten~~ <sup>cat</sup>. It's got fur. It has ~~grey~~ <sup>grey</sup> and brown ~~at~~ body.

Good!

Score ..... / 20

B. Sample of completed YLE Movers Practice Listening Test. (Burlington Here We Go 1 Teachers Resource Pack)

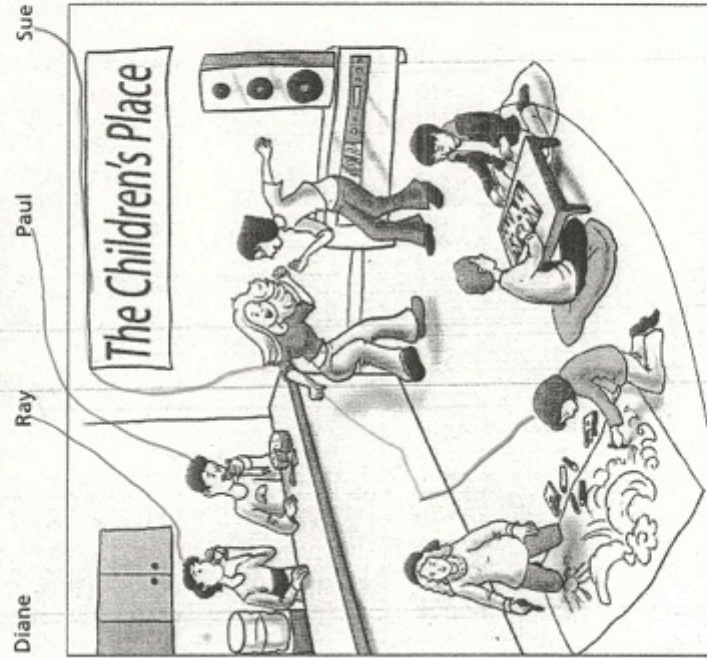
See Appendix 2 for results and Teacher's comments.

Pigi

PART 1

- 5 questions -

Listen and draw lines. There is one example.



Frank Meg Nancy

Blank Page

2

1

Practice Test (Movers): Listening

PART 2

- 5 questions -

Listen and write. There is one example.




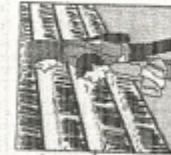



The Party	
When?	Sunday afternoon
1 How many children?	the twenty
2 Kind of party?	swimming
3 Food?	pizza
4 Cake?	chocolate
5 Presents?	pencils, robbite

3

PART 3

- 5 questions -

What did Joe do last week?  
Listen and draw a line from the day to the correct picture.  
There is one example.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

4

PART 4

- 5 questions -

Listen and tick (✓) the box. There is one example.

What did Bev do on Saturday?



A



B



C

1 Who went with Bev?



A



B

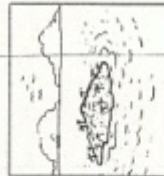


C

2 Where did they sail?



A



B



C

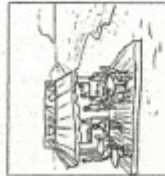
5

Practice Test (Movers): Listening

3 Where did they eat lunch?



A



B



C

4 What was the weather like?



A



B



C

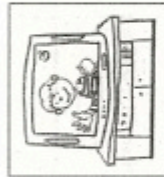
5 What did Bev do at home?



A



B



C

6

PART 5

- 5 questions -

Listen and colour and write. There is one example.



7

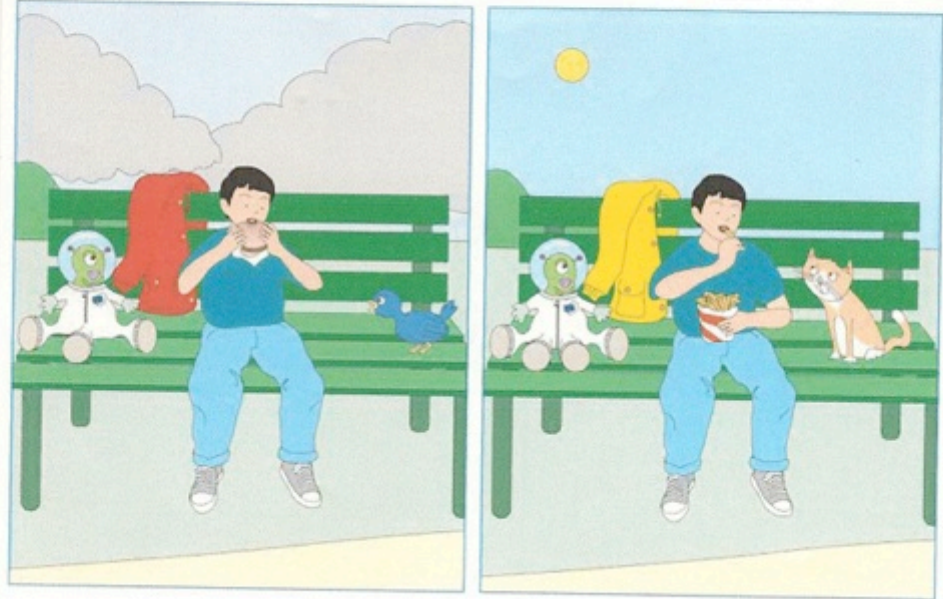
C Sample of Movers Speaking Test used in class (YLE Movers Information for Candidates)

[http://www.candidates.cambridgeesol.org/cs/Help\\_with\\_exams/English+for+Schools/Movers](http://www.candidates.cambridgeesol.org/cs/Help_with_exams/English+for+Schools/Movers)

See Appendix 2 for results and teacher's comments.

### Part 1

First the examiner will greet you and will ask you your name. Then he or she will show you two pictures which are similar but which have some differences. You must tell the examiner about four of the differences.



### Part 2

In Part 2 the examiner will show you four pictures which tell a story. The examiner tells you about the first picture and then asks you to continue the story. The examiner might say, for example, 'Fred is sad. He can't play football. His ball is very old. His mum is saying 'Take the dog to the park''. You must then talk about the other three pictures.



### Part 3

In Part 3 the examiner will show you four sets of four pictures. You must say which picture is the odd one out in each set and explain why.



### Part 4

In Part 4 the examiner will ask you some questions about yourself. He or she might ask you, for example, about school, what you do at the weekends, your hobbies or your friends.

## Preparing for Movers

If you would like more practice material to help you prepare for the revised YLE Movers exam, past paper packs, including an audio CD of the Listening test (published by Cambridge University Press), will be available in late 2006. You can find more information, prices and details of how to order on our website at:  
[www.CambridgeESOL.org/support/pastpapers.htm](http://www.CambridgeESOL.org/support/pastpapers.htm)

## Next steps

We wish you every success in taking Movers and we hope that you will take other Cambridge ESOL exams in future. Flyers is the next level of the Cambridge YLE tests. You can find more information about Flyers on our website at:  
[www.CambridgeESOL.org/exams/yle.htm](http://www.CambridgeESOL.org/exams/yle.htm)

## Appendix 6 Copies of Resources and Materials

Due to the fact a YLs course incorporates a lot of materials in order to keep SS engaged, and a change of activity is required approximately every 20 minutes. I have included samples of the materials I have used to indicate the type of work sheet used. The material books can be located in the Bibliography and page numbers are included in the Materials section of the Course Proposal for east reference.

I have included some of my own materials as follows:



My Speaking Helper  
**My Speaking Helper**



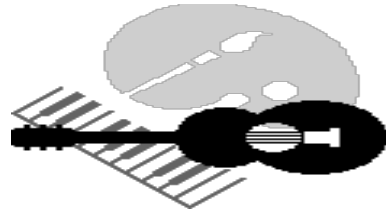
**School:**

# My Speaking Helper

## My Speaking Helper

### My Speaking Helper

#### My Speaking Helper



#### **Leisure/Daily Routines:**

What time do you usually go to bed?

When do you do your homework?

Do you have any hobbies?

What do you like doing after school?

### My Speaking Helper

#### My Speaking Helper



#### **My home/places:**

Describe your house.

Where do you live?

Where were you last Saturday?

# My Speaking Helper

## My Speaking Helper






### Transport:

How do you travel to school every day?

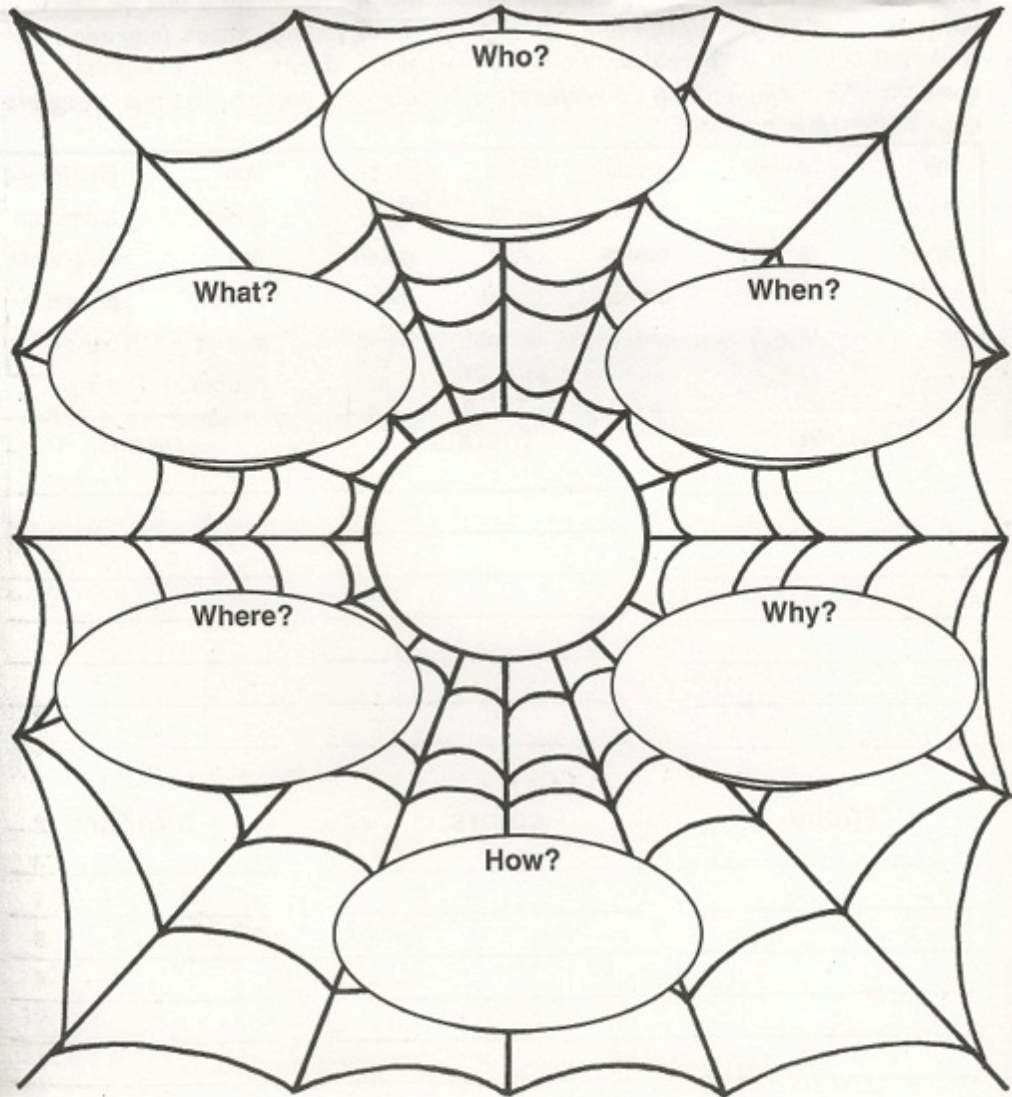
What's your favourite form of travel?

What form of travel do people use in Athens?

Does your Mum drive?

Where do you live?	
How many children have you got? 	
Do you work? What is your job? 	
What do like doing in your free time?	
What is your favourite food?	
How do you usually travel?	
Where are you going at the week end?	
Where did you go on holiday last year?	
What makes you feel happy? 	

**Character Web:**



**Material Samples. See Bibliography for sources**

# 10A London Transport



Write the phrases and watch the film.

Bye! It's closed. I go by bus. Great idea! Look! Oh no! Taxi! It's ten to nine.

1 Going to school



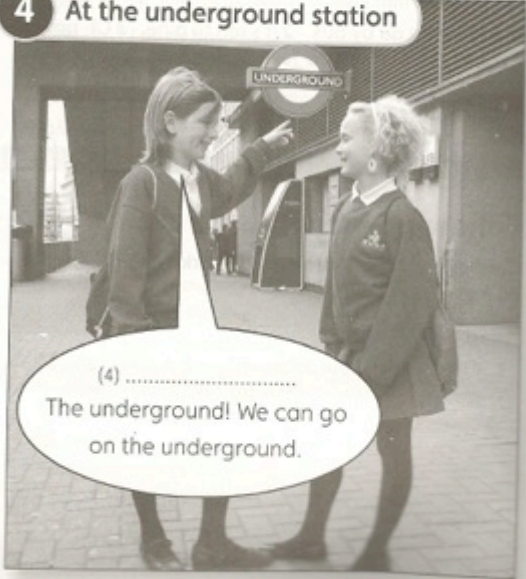
2 At the bus stop



3



4 At the underground station

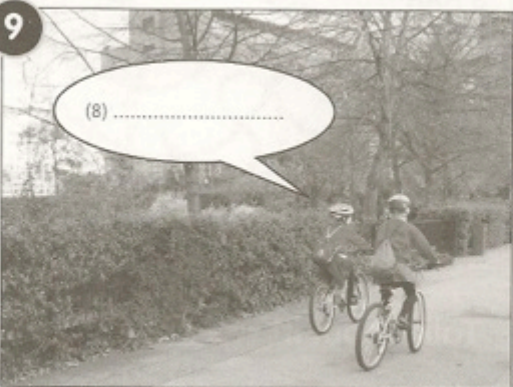




6 Calling a taxi



8 At a bike shop



What's your favourite form of transport?  
How do you go to school?

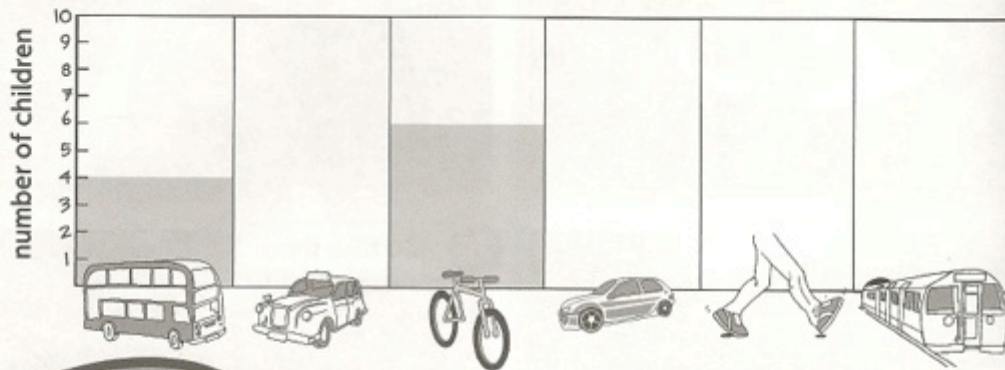
# 10B London Transport

## Read

Read about Kyla and Mia's class. Complete the chart.



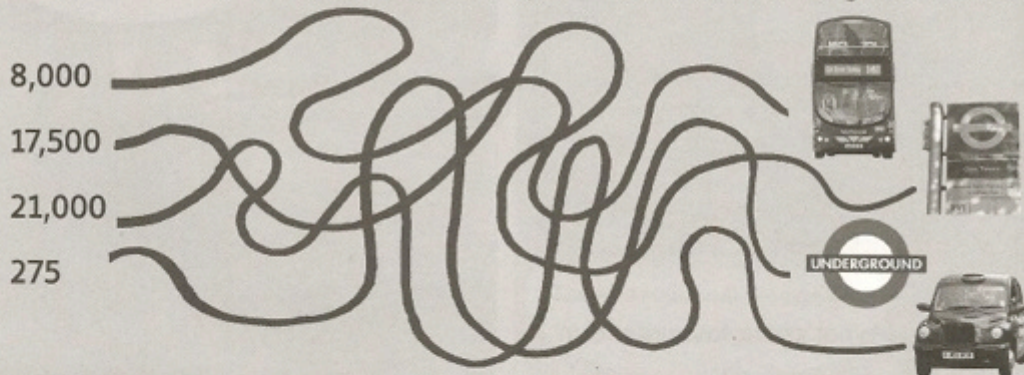
- Four people go to school by bus, and one person goes by underground.
- Seven people go to school by car – their mum or dad's car – and one person goes to school by taxi.
- In our class, nine people go to school on foot. Six people go to school by bike.



## CULTURE SPOT

Do the puzzle and fill in the gaps. In London there are:

- ..... red buses
- ..... black taxis
- ..... bus stops
- ..... underground stations



**Talk about it!** What colour are the buses and taxis in your town or city?

**Unit 20**

**What's the matter?**

**A Complete the sentences.**

- 1 I've got a stomach-ache and I don't want .....
- 2 We walked a lot yesterday and now my .....
- 3 I went skating yesterday and I hurt my .....

**B Read the sentences. Write the number and letter of the pictures in C.**

- 1 This woman hurt her arm this morning. .... <sup>4C</sup>
- 2 This boy was outside in the wind yesterday. Now he's got earache. ....
- 3 Oh dear! That woman hurt her hand. Now she can't play basketball. ....
- 4 That man does not look well. He's got a temperature. ....
- 5 This boy needs to see a dentist. He's got very bad toothache. ....
- 6 This man carried a lot of big boxes from the car. Now his back hurts. ....
- 7 Give that girl a glass of water, please! She's got a cough. ....
- 8 That man always eats too quickly. Now he's got a stomach-ache. ....

**C** CD1:12 **Listen and tick (✓) the box.**

1 What's the matter with Ben?



A  B  C

2 What was the matter with Kim today?



A  B  C

3 What's the matter with Dad?






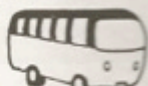






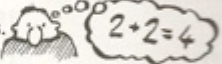






A  B  C

4 Why did Mum go to hospital?

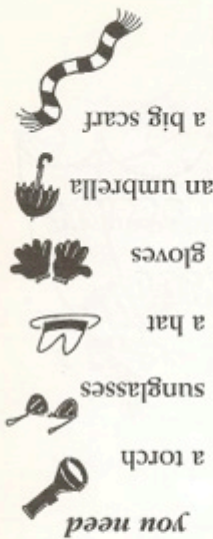


A  B  C

# Why did they go? 12

1 Ann went to the shops	to make a sandwich. 
2 Ben went to the bus station	to play games with her friends. 
3 Bill went to the café	to buy some things. 
4 Daisy went to the cinema	to catch a bus. 
5 Fred went to the kitchen	to see some animals. 
6 Jane went to the park	to sleep. 
7 Jill went to the zoo	to fish. 
8 Jim went to the swimming pool	to walk in the trees. 
9 John went to his bedroom	to have a cup of coffee. 
10 Mary and Kim went to the forest	to watch a film. 
11 May went to the living room	to learn things. 
12 Nick went to the river	to buy food for a week. 
13 Peter's parents went to the supermarket	to have a shower. 
14 Sally went to school	to swim. 
15 Sam went to the library	to play football with his friends. 
16 Sue went to the bathroom	to read a book. 
17 Tom went to the playground	to watch television. 

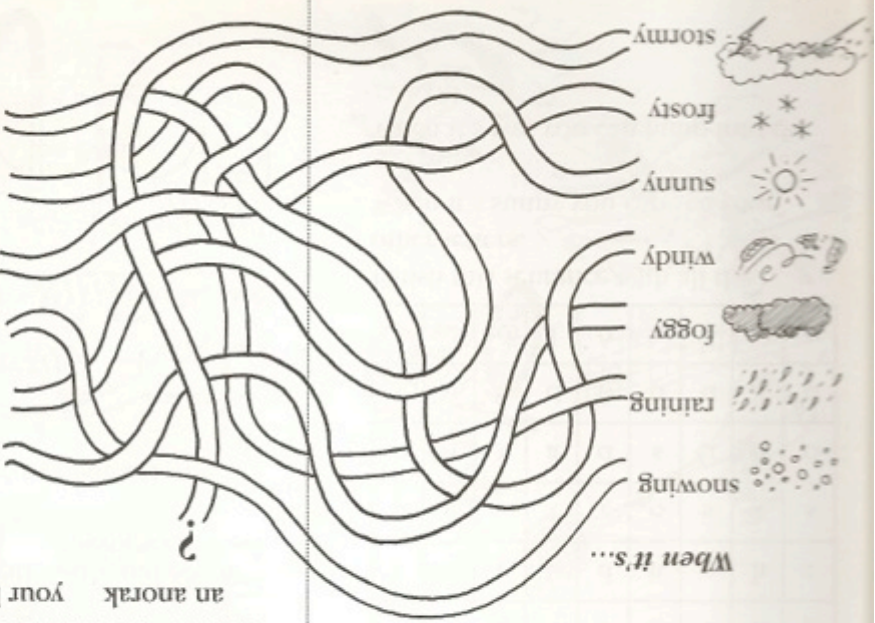
How many brothers and sisters have you got?	Can you name five things in your bedroom?	Can you spell your name in English?	What time do you get up?
Can you count to twenty?	Can you say the first ten letters of the alphabet?	What are you wearing?	What do you like doing?
What's your favourite music?	Can you say the days of the week?	How many children are there in your class?	How old are you?
Can you name four rooms in your house?	Have you got a pet?	What's your favourite food and drink?	When is your birthday?
What does your father do?	What day is it tomorrow?	What's your favourite colour?	Can you name five things in the classroom?
What's the weather like today?	Can you say the months of the year?	What sport do you like?	What time do you go to bed?
Can you name five places in your town?	Who is your best friend?	What are your hobbies?	Can you name five things in your classroom?
What is your teacher wearing today?	What time is it?	What time do you have lunch?	What's your favourite animal?
Who is your favourite famous person?	What is your friend wearing today?	How do you feel today?	Can you play a musical instrument?
What is your favourite TV programme?	How do you get to school?	What's your favourite day of the week?	What time do you arrive at school?



you need

Choose the best answer from this list to write at the end of the empty ribbon.  
 a mac a baseball cap sandals  
 an anorak your best friend

fold and cut



When it's...

Follow the ribbons.

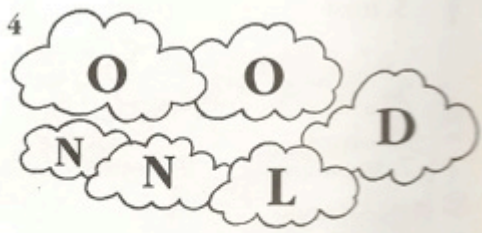
fold and cut

How does he feel?  
 Use the words on page 13.

- |  |   |
|--|---|
| 1 When it's raining,<br><br>he feels ..... | 2 When it's windy,<br><br>he feels .....  |
| 3 When it's snowing,<br><br>he feels ..... | 4 When it's sunny,<br><br>he feels .....  |
| 5 When it's foggy,<br><br>he feels .....   | 6 When it's stormy,<br><br>he feels ..... |



It's ..... in L.....



It's ..... in L.....



# Listening

1 Look at the map. Listen to the children talking about the King's visit. Follow his route.



Now listen again and check.

## EXTRA WORDS



church



hospital



office



mosque



swimming pool



hotel

# 11A That Child in the Mirror



a

I hate that child in the mirror.  
He's\* always copying me.



g  1

When I brush my teeth,  
When I comb my hair,



b

When I put on socks  
And underwear,  
So does he\*!



h

I hate that child in the mirror.

He's\* always copying me.



c

When I stretch up high,  
When I touch my toes,  
When I wash my face,



i

When I try on new clothes,



d

So does he\*!



j

I hate that child in the mirror.

He's\* always copying me.



e

When I'm feeling tired,  
When I'm feeling mad,  
When I'm feeling great,  
When I'm feeling sad,



k

So is he\*!



f

\* Girls in the class say 'She's' for 'He's' and 'she' for 'he'.



l



**a** The Pied Piper wore an old hat and a red and yellow jacket.



**b** Everyone had a wonderful party and they ate wonderful food.



**c** The people of Hamelin were unhappy because the town was full of rats.



**d** The Pied Piper played his pipe and the rats followed him.



**e** The pied Piper took out his pipe and played a different song.



**f** Just then a man came into town.

The Pied Piper wore	an old hat and a red and yellow jacket.
Everyone had a wonderful party	and they ate wonderful food.
The people of Hamelin were unhappy	because the town was full of rats.
The Pied Piper played his pipe	and the rats fell into the river.
The Pied Piper took out his pipe again	and the children followed him.
Just then a man	came into town.

## Appendix 7 Assessment Materials

### A. Language Portfolio

This will include a variety of information such as examples of the child's work, observation notes from me which include anecdotal accounts of something interesting that happened in class (taken from my daily diary) or a conversation that took place plus various notes and handouts completed by the child or me.

I intend to include the following:

This sheet will be written in Greek and English then pasted inside the portfolio cover.

**I can add something to my portfolio when:**

I worked hard to do it.

I enjoyed working with others when I did it.

I don't have anything else like it in my portfolio.

It's a better version of an earlier work sample.

My teacher suggested it.

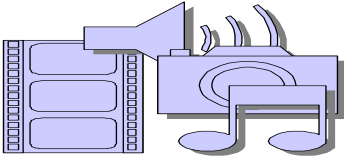
I think it's very interesting.

It shows I used English outside of the classroom.

It shows my English is getting better.

I love it!

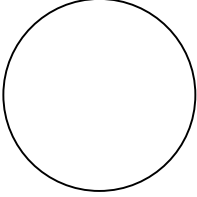
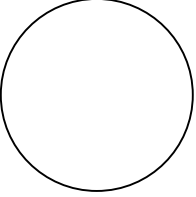
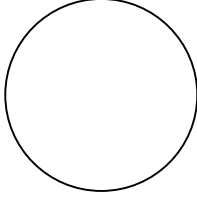
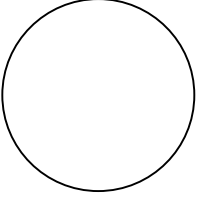
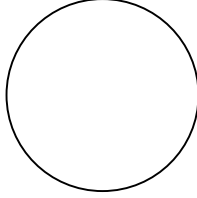
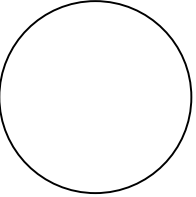
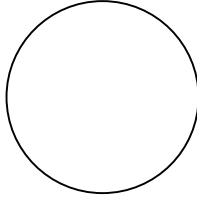
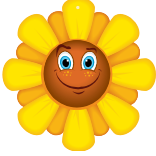
### A.1 Song/rhyme log:

<b>My favourite songs and rhymes</b> 			
Name _____			
Rhyme	Date recorded	My thoughts / How	My teacher's

A.2 Attitudes towards the English Lesson, completed after every lesson.

Each child indicates how they feel about today's lesson by drawing and expression on a face. Then adds, what made them feel happy (a song or game etc) to strengthen their positive feelings towards the English classes.

<b>Name</b>				<b>Today's English Lesson</b>		
<b>Day</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>			

My notes:			
My notes:			
My notes:			
Something that made me feel happy  this week			

A.3 A portfolio Review written by me at the end of the course:




Portfolio Review				
Name	_____		Date	_____
Area	Overall achievement	Strengths	Needs and Future Action	
Reading				

A.4 Weekly Diary/Interview Notes: To be completed by each child at the end of each week.

I will show the children an example, giving them examples and ideas as shown below, plus encourage them to draw/doodle.....




Date:		
Dear Diary,		
This week I liked/disliked...		
I can say.....I can recognize.... I can understand....		
I feel.....		
My special notes and secrets are.....		
My Personal Chart:		
What I Know	What I Wonder..?????	What I Learnt

A.5 Speaking Task performance assessed by child:

Name_____ Date_____			
Topic_____			
Name of Task_____			
_____			
Tick the smiley.			
I liked working with my friend/s.			
I liked speaking in English.			
I did the task.			
I didn't make any mistakes.			
I asked a lot of questions.			
I answered my friend's questions.			
I used only English.			
I liked the task.			





## A.6 Child Progress Report.

This will be written at the end of the course for parents/school owner/child and teacher to evaluate child's progress and evaluate the course itself. This includes my objectives.

Name _____ Date _____ Absences _____			
<b>Attitude and Effort</b>			
Likes learning about life in the UK.			
Likes working on projects and in teams.			
Likes working alone.			
Participating in role plays and drama activities.			
Improved confidence when speaking.			
Listens to teacher.			
Shows initiative.			
Shows willingness to help classmates			
Shows respect and is friendly to classmates.			
<b>Listening</b>			
Can recognize new vocabulary items.			
Can listen for details, for example prepositions of place.			
Can understand short stories.			
Can understand short dialogues.			
Can understand the main idea of a song or cartoon.			
Can understand simple question forms.			
<b>Speaking</b>			
Communicates effectively without long pauses.			
Can agree/disagree with a friend.			
Can say why he/she agrees/disagrees.			
Can describe pictures and explain differences.			
Can narrate a short story/cartoon from picture prompts.			
Can respond to questions about their family/home/hobbies/likes/dislikes/school/weather/places.			
Can pronounce past common past simple –ed endings.			

Can use more confidently past simple structures.			
<b>Learning and Communication skills</b>			
Shows willingness to make guesses/take risks.			
Keeps books/hand outs tidy.			
Tries harder when encounters difficulties.			
Uses communication gestures and strategies to enhance his/her communicative ability.			
Asks for help from peers/teacher when facing difficulties.			

A.7 Questionnaire for the children to complete to evaluate the course:

Classroom Activity				
Talking about pictures				
Answering questions				
Role-play				
Talking freely				
The photocopies with activities				
Creating story books				
Writing a diary				
Listening to songs				
Watching cartoons				
Listening to the story about children in England.				
Story- time				
Listening and labeling pictures				
Comparing pictures and talking about them.				
Singing				
Saying rhymes				
Working in teams				
Working in pairs				
Working alone				
The videos				
Playing language games e.g. Taboo/Bingo				

My teacher				
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A.8 My Reflective Teaching Notes

Lesson	General Notes about the Class
<u>Teacher Self Evaluation</u> Planning:           A B C D E Preparation:        A B C D E Connection:         A B C D E Success?            A B C D E S/enjoyment:        A B C D E T/enjoyment:        A B C D E	           Specific Concerns/Problems           Notes for follow-up

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I will complete this form at the end of every lesson, noting in the General Notes section What worked/ What didn't work? Which part of the lesson did the students seem to enjoy/relate to/find boring/difficult? Notes on students weaknesses/difficulties which will be transferred to the next lesson plan to be worked on.