

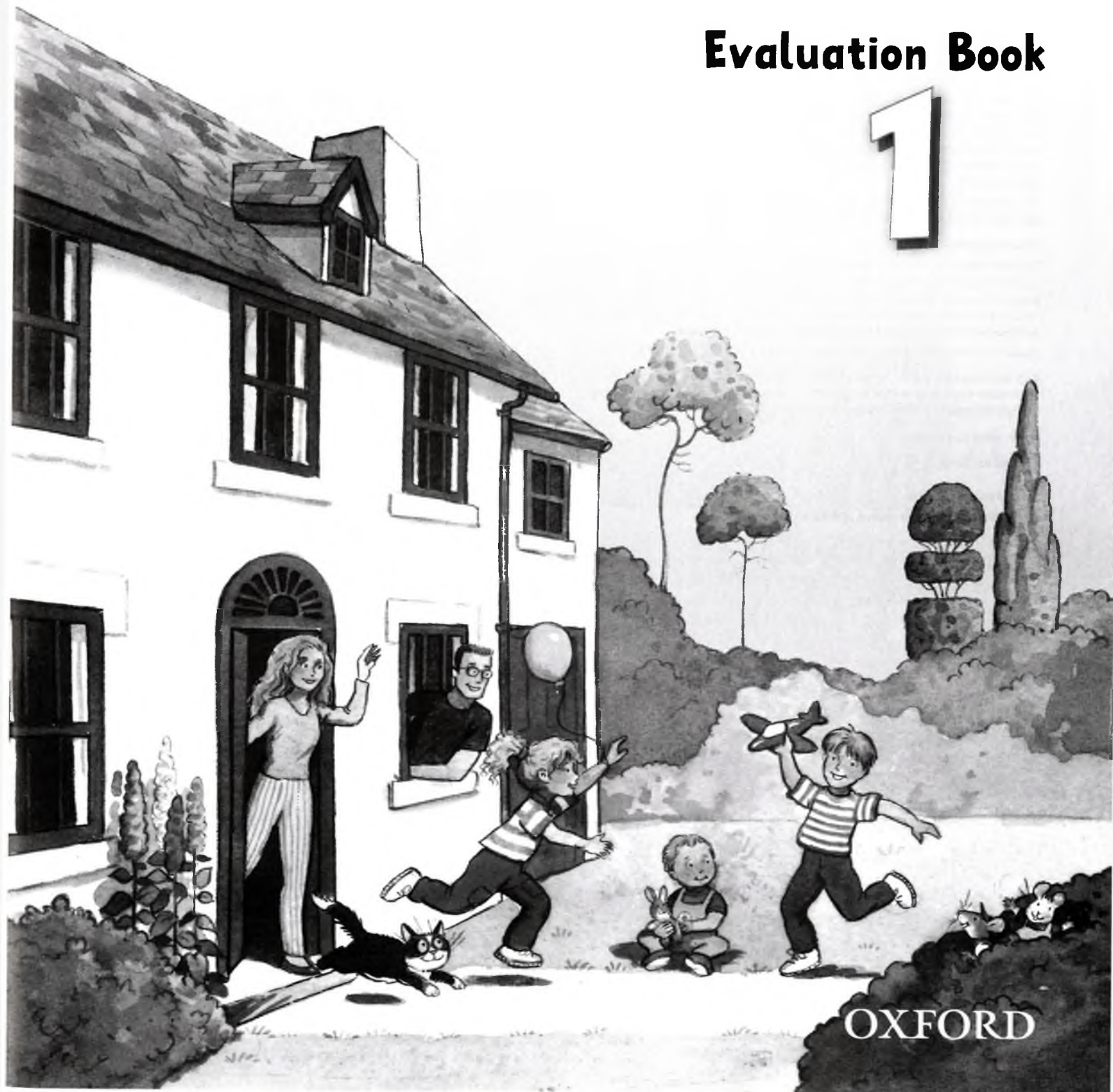
Stella Maidment and Lorena Roberts

Happy House

New Edition

Evaluation Book

1



OXFORD

Happy House 1

New Edition

Evaluation Book

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Introduction

The *Happy House Evaluation Book* provides different ways of evaluating children's progress, through ongoing assessment, children's self-assessment, language portfolio suggestions, and formal testing.

1 Classroom evaluation

Ongoing classroom evaluation is key to assessing children's progress. This can be achieved in a number of ways.

Monitoring

When children are engaged in productive activities such as speaking or colouring, walk around the classroom and check their progress, elicit language, and offer help where appropriate.

Regular reviews in the Activity Book

The purpose of the double-page review section in the *Activity Book* is to revise the main learning points at the end of each unit, giving you an opportunity to evaluate how much children have understood.

- Always start this lesson by revising the language of the unit, using flashcards to focus on vocabulary. It is also useful to sing the songs again to help children memorize the key words. You may wish to make notes on which children are still having difficulty in recognizing or producing words. These notes can be recorded later on the teacher's evaluation sheet (see below).
- Go through the *Activity Book* review activities. Explain first what children have to do to complete each exercise. Give children time to check their answers. Observe how individual children respond to the exercises.
- This spread also includes simple self-evaluation activities which enable children to reflect on their learning in a simple and unthreatening way. With very young children, this will begin as reflecting on whether they generally enjoyed the unit and thought they had understood the main learning points or whether they were worried and have found difficulties.

Evaluation sheets and grids

There are seven unit-specific evaluation grids to allow you to check pupils' knowledge of the vocabulary and structures of each unit. See page 18.

A teacher's evaluation sheet is provided on page 22. This is to help you keep ongoing records of children's progress in skills and includes sections on attitudes towards learning. This evaluation sheet can be completed every term.

From this information you can plan further extension activities to develop the language of those children who have mastered the material easily and consolidation to reinforce the language of those children who are having difficulties.

You may also want to consider your pupils' progress within the A1 level of descriptors of the Common European Framework of Reference for Languages, although not all of the criteria are relevant to this very early stage in language learning. See page 21.

2 Self-evaluation

Self-evaluation is a key part of children's development as language learners. It encourages important learning skills such as monitoring progress, setting goals, and assessing their own learning styles.

Talk to children about how they feel about their work. Use the self-evaluation activity in the *Activity Book* evaluation pages (e.g. page 8) which show the smiley face of a happy house. Ask individual children to express how happy they are about their progress in English. It is highly motivational for children to feel that their teacher is taking an interest in their self-assessment, so make time to comment on children's assessments. If a child expresses particular difficulties in the self-assessment, arrange to talk to him/her individually.

3 Language Portfolio

With Portfolio work, children can create an individual record of learning in a Portfolio. The Portfolio documents information about the child's special interests and aptitudes and pieces of work which exemplify what the child has achieved.

A Language Portfolio is:

- a means of celebrating language-learning and intercultural experiences;
- an open-ended record of children's achievements in languages;
- addressed to and is the property of the learner;
- a valuable source of information to aid transfer to the next class or school.

At its simplest level, and with very young children, it is easiest to administer in the form of a dossier, folder or box, where learners can file work and materials to illustrate the achievements they have made in language learning. The *Take-home English* projects at the end of each unit in the *Class Book* are ideal projects to be stored in a Portfolio dossier. This can also be an excellent way to increase parental involvement as children can take the dossier home to share their learning with their parents.

The *Language Portfolio* can be developed more systematically during the course of the *Happy* series, when children are slightly older and able to reflect on and assess their own learning more effectively.

4 Testing

Tests are a more objective check on what exactly children have learnt and what needs more consolidation. From this diagnostic information you can decide on remedial activities. Pupils can be encouraged to realize that testing is not merely a way of assessing their progress, but that it helps you to see what errors they are making, and will help the pupils correct them, by giving further explanation and support. Mistakes need not be presented in a negative light; rather as a positive stage in learning to guide pupils towards future progress.

Types of tests in *Happy House*

The *Happy House Evaluation Book* contains the following tests:

- **Unit tests 1-7:** There are seven one-page Unit tests which cover the vocabulary content presented in each core unit. The Unit tests can be administered at the end of each unit.
- **End-of-year skills tests:** These are two one-page tests which cover the content of the course and evaluate the key skills of Listening and Speaking.

Administering a test

Testing is an important part of the teaching/learning process. Pupils can become anxious about tests, so it is important to create a calm and supportive environment. Before setting a test, have a quick warm-up session on the language to be covered in the test.

Administering the Speaking Skills test

This offers an opportunity to evaluate speaking skills through short individual speaking activities. Ask individual pupils to come to the front of the class, or to a quiet corner, with their copy of the test. Some pupils may feel anxious, so encourage them to relax and feel at ease. The speaking activities mainly involve recognizing pictures and saying the corresponding words.

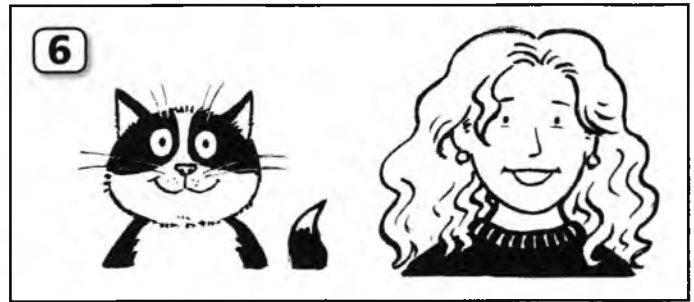
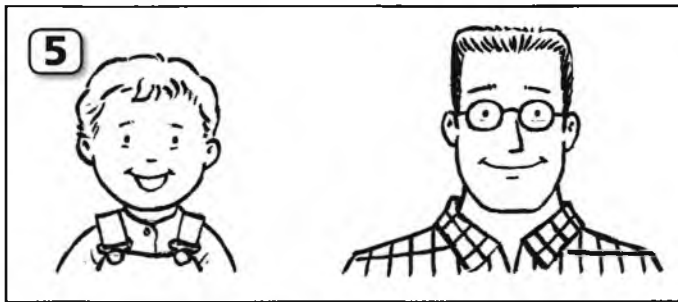
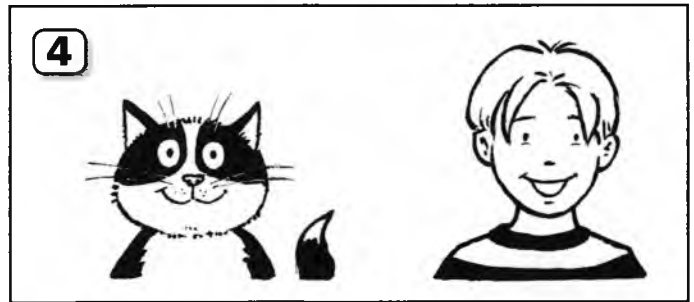
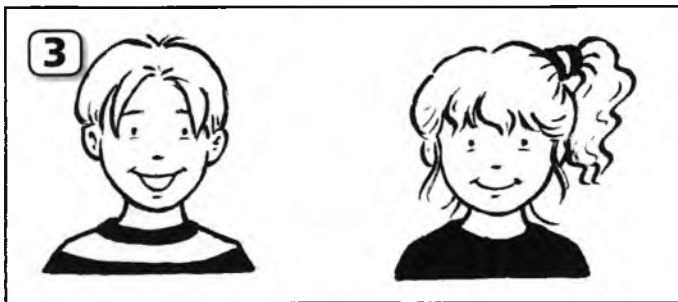
Further reading

For more information and ideas on evaluating children, please see *Assessing Young Learners* (Ioannou-Georgiou & Pavlou, Oxford, 2003)

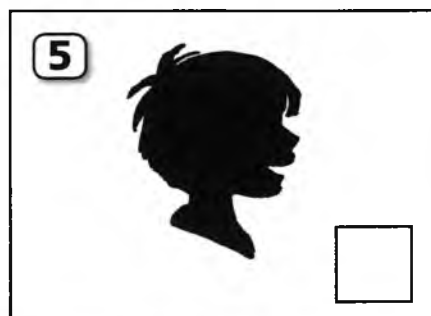
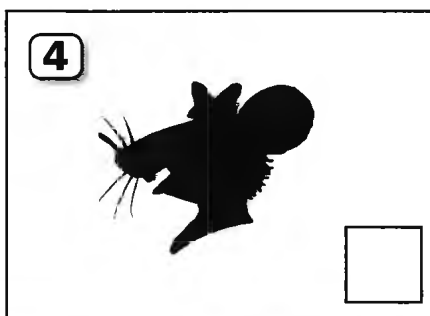
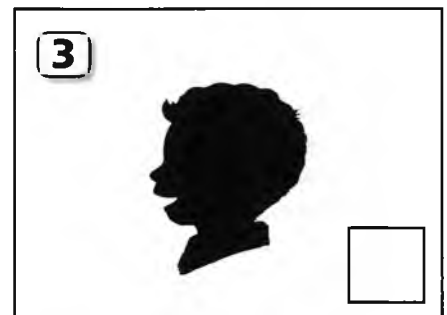
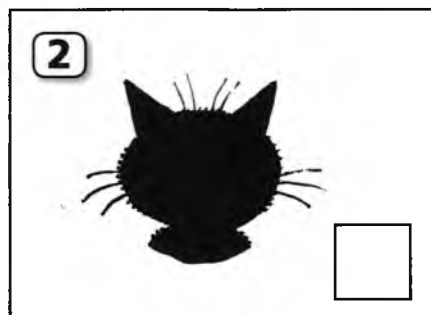
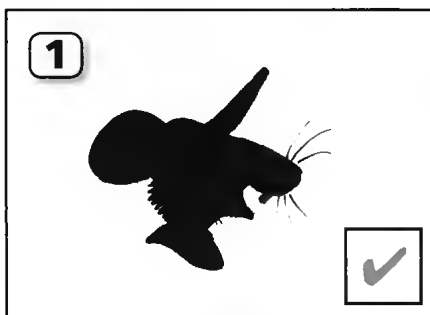
1 Test

Name: _____

1 Listen and circle. 2⁶¹



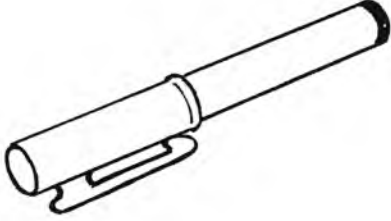
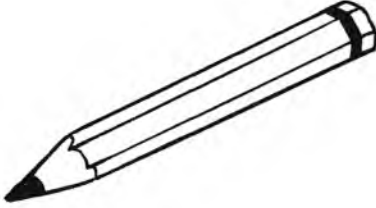

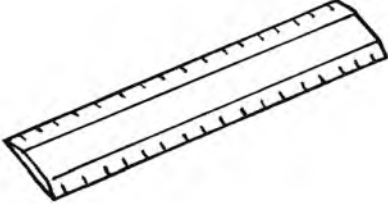
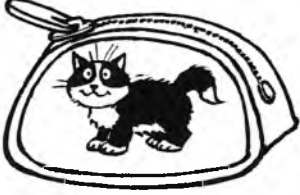
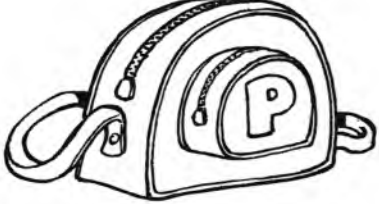
2 Listen and ✓ or X. 2⁶²









2 Test

Name: _____

1 Listen and number. 2⁶³

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>


2 Listen and write the numbers. 2⁶⁴

3 Test

Name: _____

1 Listen and draw. 2⁶⁵

1 	2	3
4	5	6

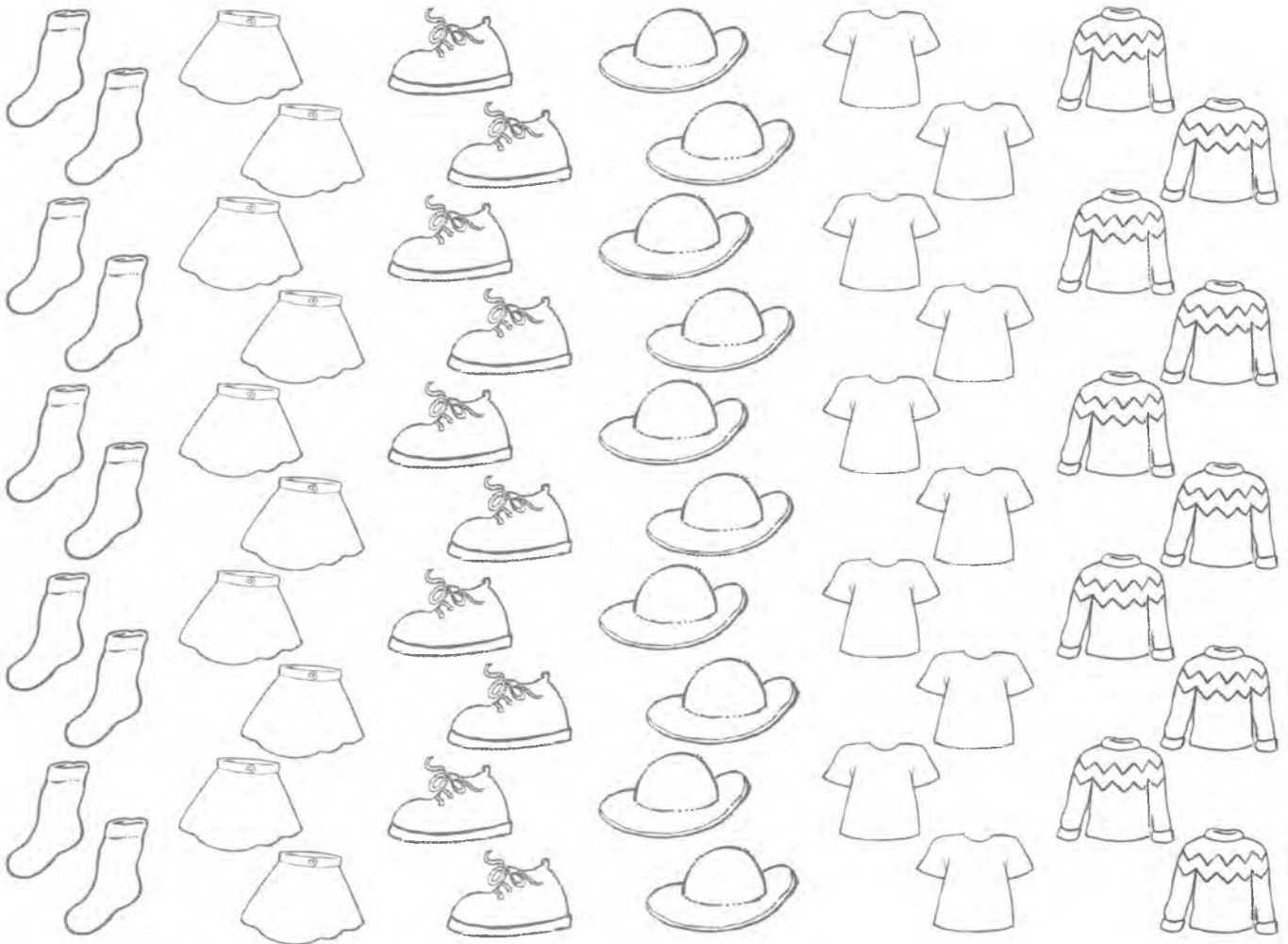
2 Listen and colour. 2⁶⁶



4 Test

Name: _____

1 Listen and draw. 2⁶⁷



2 Listen and number. 2⁶⁸



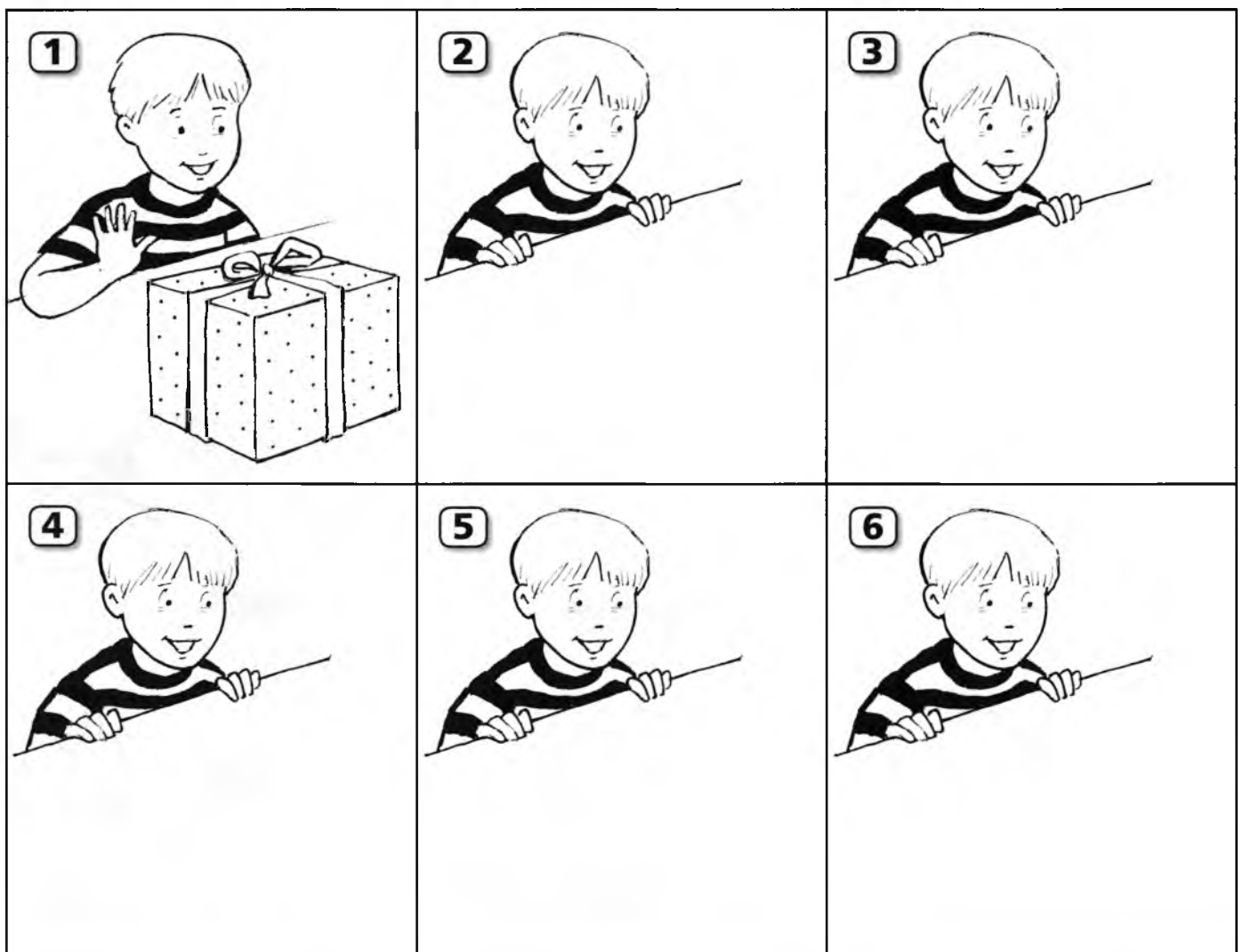
5 Test

Name: _____

1 Listen and number. 2⁶⁹









2 Listen and draw. 2⁷⁰



6 Test

Name: _____

1 Listen and circle. ²⁷¹

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>4</p> 	<p>5</p> 	<p>6</p> 

2 Listen and match. ²⁷²

- 1 2 3 4 5 6



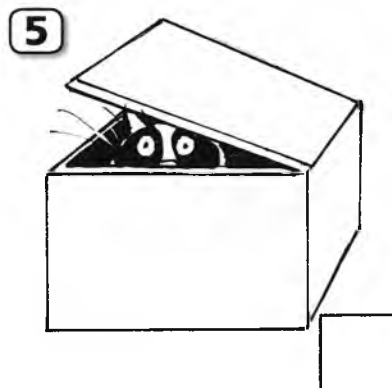
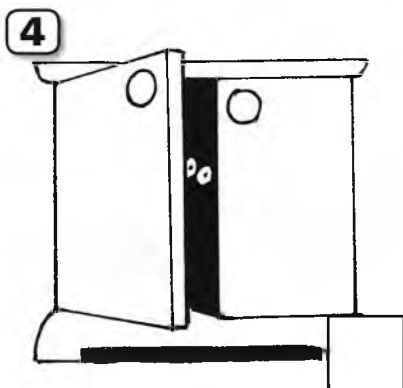
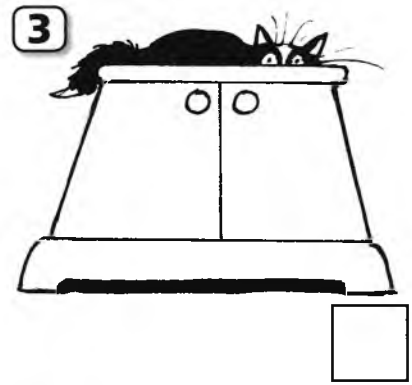
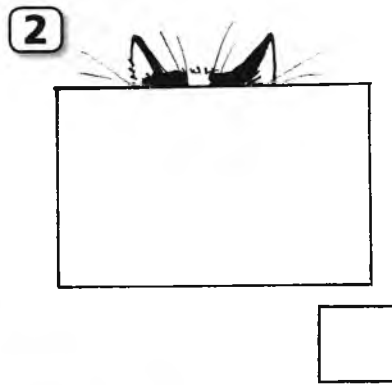
7 Test

Name: _____

1 Listen and number. 2⁷³









2 Listen and ✓ or X. 2⁷⁴










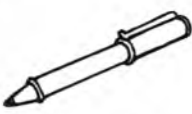





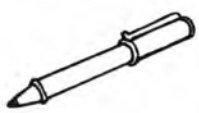





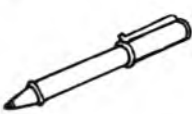





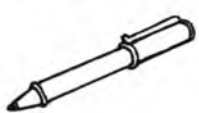





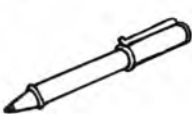





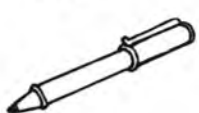





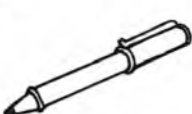





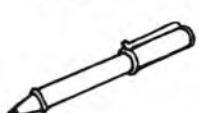





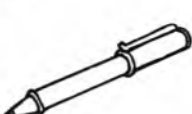




Skills test (Listening)

Name: _____

1 Listen and ✓ or ✗. 2⁷⁵

1	2	3	4	5	6
					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Listen, count and colour. 2⁷⁶

Skills test (Speaking)

Name: _____

1 Point and say.

1



2



3



4



5

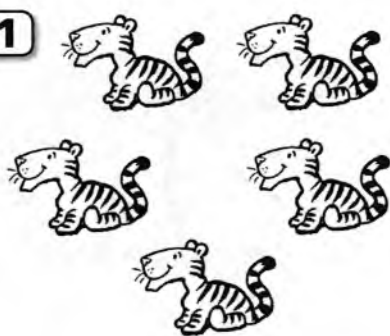


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2 Count and say.

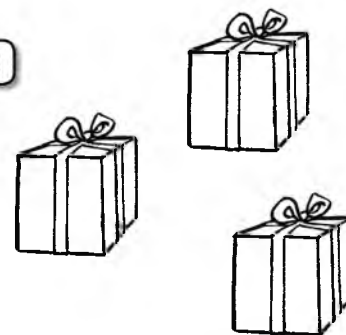
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2



3



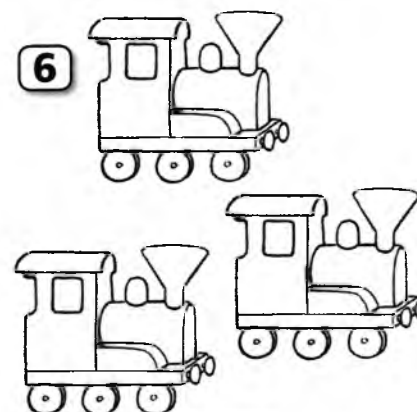
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5



6



Answer key and audio scripts

Before starting each test exercise, look at the task together and make sure all the children understand the instructions. Play the first part of the audio and do the example as a class if necessary.

Unit 1 Test

1 Listen and circle. ⁶¹ 2

Children listen and circle the correct picture.

Audio script/Answers

- 1 It's Dad.
- 2 It's Polly.
- 3 It's Jack.
- 4 It's Otto.
- 5 It's Daisy.
- 6 It's Mum.

2 Listen and ✓ or X. ⁶² 2

Children listen to the questions and answers. If the answer to the question is correct, they tick the box next to the silhouette. If the answer is incorrect, they put a cross in the box.

Audio script/Answers

- 1 Who's this? It's Spike. ✓
- 2 Who's this? It's Ruby. X
- 3 Who's this? It's Daisy. ✓
- 4 Who's this? It's Otto. X
- 5 Who's this? It's Jack. ✓
- 6 Who's this? It's Polly. ✓

Unit 2 Test

1 Listen and number. ⁶³ 2

Children listen and write the correct number in each box.

Audio script/Answers

- Number one. A bag.
Number two. A book.
Number three. A ruler.
Number four. A pencil.
Number five. A pen.
Number six. A pencil-case.

2 Listen and write the numbers. ⁶⁴ 2

Children listen to the numbers and write them in order on each of the finger puppets from left to right, starting from the top row.

Audio script/Answers

- seven one eight
two nine five

Unit 3 Test

1 Listen and draw. ⁶⁵ 2

Children listen carefully and draw a toy/shape in each of the frames. Monitor and pause the audio after each item until all of the children have finished their drawings.

Audio script/Answers

- 1 A doll.
- 2 A circle.
- 3 A car.
- 4 A triangle.
- 5 A train.
- 6 A square.

2 Listen and colour. ⁶⁶ 2

Make sure all the children have a set of coloured pens or pencils that includes the six colours below. Do the first item as a class. Children listen and colour the paint in the pots.

Audio script/Answers

- Number one is red.
Number two is green.
Number three is pink.
Number four is yellow.
Number five is blue.
Number six is orange.

Unit 4 Test

1 Listen and draw. ⁶⁷ 2

Children listen and find the items of clothing. They trace the outlines according to the numbers on the audio.

Audio script/Answers

- Hats. One, two, three, four, five, six, seven, eight, nine ... Nine hats!
T-shirts. One, two, three, four, five ... Five T-shirts!
Socks. One, two, three, four, five, six ... Six socks!
Jumpers. One, two, three, four, five, six, seven, eight ... Eight jumpers!
Skirts. One, two, three, four, five, six, seven ... Seven skirts!
Shoes. One, two, three, four ... Four shoes!

2 Listen and number. ⁶⁸ 2

Children listen to Ruby telling Spike to put on or take off various items of clothing. They then write the number in the box next to the correct picture.

Audio script/Answers

Narrator: Number one.
Ruby: Put on your shoes, Spike!
Narrator: Number two.
Ruby: Take off your hat!
Narrator: Number three.
Ruby: Take off your socks!
Narrator: Number four.
Ruby: Put on your T-shirt!
Narrator: Number five.
Ruby: Take off your shoes!
Narrator: Number six.
Ruby: Put on your jumper!

Unit 5 Test

1 Listen and number. ⁶⁹ 2

Children listen and write the number in the box next to the correct object in the picture.

Audio script/Answers

Number one. A balloon.
Number two. A cake.
Number three. A card.
Number four. A present.
Number five. A badge.
Number six. A candle.

2 Listen and draw. ⁷⁰ 2

Children listen carefully and draw an object in each of the frames. Monitor and pause the audio after each item until all of the children have finished their drawings.

Audio script/Answers

Narrator: Number one.
Jack: I've got a present.
Narrator: Number two.
Jack: I've got a balloon.
Narrator: Number three.
Jack: I've got a candle.
Narrator: Number four.
Jack: I've got a badge.
Narrator: Number five.
Jack: I've got a cake.
Narrator: Number six.
Jack: I've got a card.

Unit 6 Test

1 Listen and circle. ⁷¹ 2

Children listen and circle the correct picture.

Audio script/Answers

Number one. Duck.
Number two. Shampoo.
Number three. Toothbrush.
Number four. Soap.
Number five. Towel.
Number six. Hairbrush.

2 Listen and match. ⁷² 2

Children listen to Polly talking about her actions and draw a line to match the correct number to each picture.

Audio script/Answers

Narrator: Number one.
Polly: I wash my hands.
Narrator: Number two.
Polly: I wash my face.
Narrator: Number three.
Polly: I brush my teeth.
Narrator: Number four.
Polly: I dry my hands.
Narrator: Number five.
Polly: I brush my hair.
Narrator: Number six.
Polly: I wash my hair.

Unit 7 Test

1 Listen and number. ⁷³ 2

Children listen and write the numbers in the boxes next to the correct pictures.

Audio script/Answers

Number one. There's a cat on the chair.
Number two. There's a mouse in a box.
Number three. There's a bird on the table.
Number four. There's a dog in a box.
Number five. There's a tiger in the bed.
Number six. There's a snake in the cupboard.

2 Listen and ✓ or X. ⁷⁴

Children listen to the questions and answers. If the answer to the question is correct, they tick the box next to the picture. If the answer is incorrect, they put a cross in the box.

Audio script/Answers

Number one.

Where's Otto? He's on the chair. ✓

Number two.

Where's Otto? He's on the table. X

Number three.

Where's Otto? He's on the cupboard. ✓

Number four.

Where's Otto? He's in the cupboard. ✓

Number five.

Where's Otto? He's in the box. ✓

Number six.

Where's Otto? He's on the box. X

Skills test (Listening)

1 Listen and ✓ or X. ⁷⁵

Children look at the wrapped presents, then listen and tick or cross.

Audio script/Answers

Number one.

I've got a bird! X

Number two.

I've got a train! X

Number three.

I've got a guitar! ✓

Number four.

I've got a pencil! ✓

Number five.

I've got a plane! ✓

Number six.

I've got a book! X

2 Listen, count and colour. ⁷⁶

Make sure all the children have a set of coloured pens or pencils that includes the six colours below. Do the first item as a class. Children listen carefully and colour the correct number of items for each object.

Audio script/Answers

Balloons. One, two, three, four, five ... Five red balloons.

T-shirts. One, two, three ... Three blue T-shirts.

Cakes. One, two, three, four, five, six, seven ...

Seven pink cakes.

Ducks. One, two, three, four, five, six ... Six

yellow ducks.

Pens. One, two, three, four, five, six, seven,

eight, nine... Nine orange pens.

Snakes. One, two, three, four, five, six, seven,

eight ... Eight green snakes.

Skills test (Speaking)

1 Point and say. Children look at the pictures and point and say the words.

Answers

1 a mouse

2 a hairbrush

3 a cake

4 a pencil-case

5 a jumper

6 a drum

2 Count and say. Children look at the pictures and count and say the words.

Answers

1 five tigers

2 seven towels

3 three presents

4 eight socks

5 four pencils

6 three trains

Evaluation grids

Unit 1 Welcome to Happy House!	Vocabulary								Structures				
	Mum	Dad	Polly	Jack	Daisy	Spike	Ruby	Otto	Hello/Goodbye	What's your name?	I'm...	Who's this?	It's...
Pupils													

Unit 2 Pens and pencils	Vocabulary								Structures				C-C Links	
	a bag	a book	a pen	a pencil	a pencil-case	a ruler	one-five	six-ten	What's in my bag?	There's a...	What's this?	It's a...	How many (pens)?	(One) and one more... (two).
Pupils														

Evaluation grids

Unit 3 Come and play!	Vocabulary											Structures	C-C links		
	a doll	a car	a drum	a guitar	a plane	a train	blue	red	green	orange	pink	yellow	a (red) pen	three (dolls)	Four (squares), one (circle), one (triangle).
Pupils															

Unit 4 Dressing up	Vocabulary						Structures				C-C links	
	a hat	a jumper	a shoe	a skirt	a sock	a T-shirt	(two) (red) socks	Where's my...?	Put on your (jumper)!	Take off your (jumper)!	My favourite T-shirt is (green).	One white T-shirt and one black T-shirt. Two grey T-shirts.
Pupils												

Evaluation grids

Unit 5 Happy birthday!		Vocabulary										Structures			C-C links
Pupils	a badge	a present	a balloon	a cake	a candle	a card	Jump!	Dance!	Shake!	Clap!	I've got...	How old are you?	I'm (seven).	Stamp your feet!	One candle...and two candles...three candles.

Unit 6 Bathtime!		Vocabulary										Structures			C-C links
Pupils	a duck	a hairbrush	shampoo	soap	a toothbrush	a towel	hands	face	teeth	hair	Here's your (hairbrush).	I wash my (face).	I brush my (hair).	Can you...? Yes, I can. / No, I can't.	It's cold / warm / hot.

Evaluation grids

Unit 7 Animal friends	Vocabulary											Structures			C-C links	
	a bird	a cat	a dog	a mouse	a snake	a tiger	a bed	a box	a chair	a cupboard	a table	Where's (Otto)?	In the...	On the...	Do you like (dogs)?	Where do (tigers) live? On land. In water.
Pupils																

UNDERSTANDING

A1 Listening

Pupil can recognize familiar words and very basic phrases concerning him / herself, his or her family and immediate concrete surroundings when people speak slowly and clearly.

Reading

Pupil can understand familiar names, words, and very simple sentences, for example on notices and posters or in catalogues.

SPEAKING

Spoken Interaction

Pupil can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech. Pupil can ask and answer simple questions in areas of immediate need or on very familiar topics.

Spoken Production

Pupil can use simple phrases and sentences to describe where he or she lives and people he or she knows.

WRITING

Writing

Pupil can write a short, simple postcard, for example sending holiday greetings. Pupil can fill in forms with personal details, for example entering his or her name, nationality, and address on a form.

Happy House 1 Evaluation sheet

Name: _____

Class: _____

Date: _____

Learner's name	Satisfactory	Needs improvement	No opportunity to evaluate
Listening			
The learner can listen attentively to the teacher and peers			
The learner understands the teacher's instructions			
The learner can follow simple stories with understanding			
The learner can identify simple information from the listening text			
Speaking			
The learner can repeat single words and simple phrases after a given model (the teacher or audio material)			
The learner can produce single words and simple phrases			
The learner can produce simple sentences			
The learner can answer simple questions			
The learner can ask simple questions			
Vocabulary			
The learner recognizes the meaning of words when he/she hears them			
The learner can name people, objects and animals which have been taught			
The learner can recall words learnt previously			
Social development			
The learner can co-operate in a group			
The learner eagerly helps others			
The learner communicates with ease with his/her peers			
The learner works hard in class and takes responsibility for his/her work			
The learner can evaluate his/her own work			

Teacher comments:

Teacher signature: _____

Name: _____



Happy House Portfolio