

**T. C.  
MİLLÎ EĞİTİM BAKANLIĞI  
Özel Öğretim Kurumları Genel Müdürlüğü**

**ÖZEL  
İLKOKUL 1. SINIF İNGİLİZCE  
ÖĞRETİM PROGRAMI**



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## **INTRODUCTION**

### **1.1. CHARACTERISTICS OF THIS CURRICULUM FOR THE FIRST GRADE**

This curriculum has been designed for the private primary schools in Turkey in accordance with the general goals of the Turkish National Education as defined in the Basic Law of the National Education along with the Main Principles of Turkish National Education No. 1739, along with the Main Principles of Turkish National Education. It has been designed for the first grade of private primary schools. In the curriculum, there are themes, values, communicative objectives and skills, suggested target vocabulary, suggested structures, methods and techniques, materials and projects.

The principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) were seriously taken into consideration. As mentioned in the CEFR, creating authentic communicative environment is crucial in our curriculum. The CEFR suggests that language learning should be a lifelong process and helpful for language learners to develop positive attitude towards learning a new language.

The characteristics of this curriculum are as the following:

1. The educational objectives of this curriculum are based on the the principles of the Common European Framework of Reference for Languages (CEFR) such as learner autonomy, self-assessment and cultural diversity.
2. This curriculum especially aims to maintain and/ or develop the quality standards of primary school education.
3. This curriculum also aims to promote learner autonomy and creativity through in class and/or out of class activities.
4. This curriculum provides young learners with a learning area fostering young learners' healthy development of mind and body.
5. This curriculum covers several themes attracting attention of the young learners to environmental issues, science and math.
6. This curriculum helps young learners to develop their communicative language skills and problem solving abilities.
7. This curriculum is rich in terms of edutainment activities in which children can experience newly acquired language components in the target language with the support of various joyful activities.
8. This curriculum provides children with both indoor and outdoor activities that have been organized and implemented by considering their interests, physical and emotional development.
9. This curriculum helps young learners to develop a multicultural and plurilingual identity in a lifelong learning perspective.
10. This curriculum has a specific characteristic as a foundation for the upper grades of the elementary education system in Turkey. It comprises various components such as Math, Science, Pre-reading and Pre-writing skills.

## **1.2. CHARACTERISTICS OF THE FIRST GRADERS**

The first graders are eager learners and active thinkers. They use their imagination and they tend to become competent and independent learners. They experience their surroundings through their senses in order to maximize their learning.

The first graders are full of energy and they are very active. It is certain that the first graders should do physical activities for their overall health and well-being. Therefore, our curriculum suggests a range of physical activities to language teachers, which will make young learners' acquisition of the new language easier and painless in the educational environment.

On the first school day, the first graders find themselves in a new physical environment which is totally different from the other environments which they have got accustomed so far. The term of classroom is new for them. In the eyes of the first graders, most of their classmates are strangers to them and the centre of authority (the teacher) is a stranger to them, too. The structured way of learning is also new to them. All of these new terms can be scary for young learners. At that point, language teachers should take some precautions in order to build a good relation between young learners and the new language. First and foremost, language teachers should be very sensitive to young learners' interests, abilities, and learning process. They should be very attentive to young learners' needs. Language teachers should help the first graders to get accustomed to the new environment and make it suitable and functional for young learners' learning process at school with the experience which the first graders have brought from home and the knowledge they've acquired from their past experiences.

Young learners can be easily engaged in the learning process. Language teachers mustn't reinforce passiveness and silence in classes. Moreover, they mustn't push them to speak fluency English at the early stages of their learning process.

We all wonder about developmental changes of the first graders. The communicative functions and skills of our curriculum have been designed according to the first graders' developmental milestones in six areas. These are development of motor skills, development of cognitive skills, development of language and communication skills, development of social and emotional skills, development of pre-reading and pre-math skills and development of self-care skills.

### **a) Development of Motor Skills**

We cannot deny that most children gain stamina and coordination gradually during the first grade. As the big muscles in the first graders' arms and legs develop better than the small muscles, the first graders typically begin the school year with uncoordinated and clumsy behaviour. They will be in the process of physical process.

The first graders will have developed these physical skills by the end of first grade:

\* They will have improved hand and eye coordination; for example they will be able to catch a ball or kick a ball, hold a pencil properly, draw lines and tie shoelaces themselves by the end of the first grade.

\* They will have improved handwriting. They will become neater and easier to read and write gradually.

\* They will have accomplished of dancing in time with the music; they will be able to add cool moves such as spinning in a place without moving one spot.

\* They will have developed their fine and gross skills through tracing, drawing, dancing, colouring-in, miming, playing games and so on.

In our curriculum, activities are based on improving young learners' motor skills while they are exposed to a new language. Our curriculum will especially develop listening, speaking, pre-reading and pre-writing and pre-math skills of young children through art, music and movement (games, role-plays).

The daily activities in this curriculum have been given as physical activities and non-physical activities. These can be individual activities as well as small group or large group activities. These activities can be done / played indoors or outdoors. They can be either child-initiated activities or teacher-initiated activities. In our curriculum, there are activities that reinforce both language skills and motor skills at the same time in class sessions. Especially, playing games is the most important tool that will be helpful both in improving language skills and motor skills. We have also given activities of playing games as project works in our curriculum.

## **b) Development of Cognitive Skills**

Thinking skills of the first graders allow them to begin exploring the world to find answers to their own questions.

The first graders will develop these cognitive skills during the first grade:

1. They will create the habit of reasoning and thinking logically. In other words, they will try to think about things before making decisions.
2. They will use what they've heard and read for learning something instead of using what they have seen and done.
3. They will show specific learning strenghts.
4. They will make sense of time better; they can understand and differentiate the terms of days, weeks, months and seasons. They will try to tell the days and months in sequence.
5. They will read a number of sight words. Sight words are those ones which they can see frequently and can read without sounding out.

6. They will look and get the messages of public signs for example traffic signs, school signs, canteen signs, toilet signs and so on.

The first graders develop their knowledge and understanding of the world by closely examining similarities or differences, exploring child- centred themes, examining life patterns and changes (e.g. seasons, life cycles), etc. The first graders develop their self-expression and imagination through music, dance, songs, craftworks, games, role-plays, stories, etc. On the other hand, they have difficulty in making choices as they want to do everything at once.

### **c) Development of Language and Communication Skills**

In their native language, the first graders may use language in long and complicated sentences. They can also express present, present continuous, past and future in their sentences. They can try to combine spoken language with written language during the first grade. They can try to differentiate the sounds from the letters and they can understand the relationship between letters and sounds in their native language.

The first graders will be able to ... in the acquisition of a new language.

1. start sounding out words,
2. know, use and understand familiar words,
3. stop reversing letters by the end of the first grade

Young learners are keen on learning and they learn faster. It's quite common for young learners not to produce anything during the initial stages or class sessions. They babble, yet they can't make meaningful sentences. This period of adjustment of young learners should not alarm language teachers. Young learners need time to observe the new language and produce it naturally in their own time. They need constantly repetition in the target language in a fun way. Therefore, we emphasize singing chants, songs, nursery rhymes and playing games in our school curriculum. They will learn the target language in a natural environment. We have also designed our curriculum according to young learners' language abilities at this age.

### **d) Development of Social and Emotional Skills**

Young learners will be able to make both verbal and non- verbal forms of communication at the first grade. They are very keen on their independence while they love attracting others' attention and they need others' approval. Friendship is very important for them and they make friends easily in games and classroom activities. However, they become aware of the fact that friendship isn't something they can control by themselves and this makes the first graders a little anxious.

These are the first graders' social and emotional characteristics:

1. They are more independent, but they feel less secure.
2. They are keen on making friends, but they tend to break their friendships easily.
3. They are critical of their peers.
4. They are aware of other people's feelings and opinions.
5. They are sensitive to their own feelings.
6. They are eager to please and they always want to be the first in a game and they try to win the game.
7. They are keen to get right from wrong, but they look for the loopholes in rules to get what they want or get away with.
8. They are more gracious learners and they are able to reflect on their roles in conflicts by the end of the first grade.

The first graders will develop their social abilities to work in pairs and in groups, play/share with others and follow and accept rules, etc. Young learners should be encouraged to play and share with their peers. Young learners will develop their self-awareness, self-confidence, and mechanisms for coping with their feelings through group based activities. There are activities that must be done in pairs and groups.

#### **e) Development of Pre- reading and Pre- Math Skills**

The development of basic literacy skills (reading and writing) and numeracy (arithmetic) is the crucial learning aim of the first graders. Essentially, the skills of reading and writing combine with the ability of associating the sounds of a language with the letters or symbols used in the written form. These skills are built on the foundational and interactional skills of speaking and listening. The first graders have great excitement when they discover that they can make sense of written texts and can write the names of people and things in their environment.

The first graders will be able to ... at the end of the first grade.

- copy letters with a model with no reversals,
- recite the alphabet and the numbers in sequence,
- print lower case letters with a model with some reversals,
- print upper case letters with a model with no reversals,
- name letters,
- match identical objects, colours, shapes and symbols

#### **f) Development of Self-care Skills:**

Young learners are keen on developing daily life skills and using tools. They can hold pencils, spoons, forks, soaps, shampoos and so on better than they did in the early years. They

can wash their hands and faces themselves. In our curriculum, we emphasize that young learners take responsibilities in their educational environment as well as in their other environments. Therefore, they develop good habits which will improve their life quality. For example, they should keep their environment tidy and clean, they should put on clothes according to the seasons, they should learn to do buttons and zip up themselves and so on. In this curriculum, there are activities that will help young learners to develop these skills while they are learning the target language.

### **1.3. BASIC APPROACH OF THIS CURRICULUM FOR THE FIRST GRADE**

This curriculum has been designed according to the Communicative Approach. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Learners should be involved in real communication. Therefore, language teachers should make lessons more communicative or interactive.

This curriculum helps young learners develop confidence in their speaking skills. In other words, it sets its goals with the aim of communicative competence. If we compare communicative competence with grammatical competence, we have to make it clear that grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. Moreover, it refers to the knowledge of the building blocks of sentences (e.g. parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Although our curriculum doesn't underestimate grammatical competence in language learning, we essentially aim to give young learners fluency English.

Communicative competence includes the following aspects of language knowledge:

- \* Knowing how to use language for a wide range of different purposes and functions
- \* Knowing how to vary our use of language and participants (e.g., knowing when to use language formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- \* Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

In short, learning language isn't accepted as a process of mechanical habit of formation in our curriculum, it is accepted as a process of making communication in verbal and non-verbal formation.

#### **1.4. GENERAL GOALS OF THIS CURRICULUM FOR THE FIRST GRADE**

In accordance with this curriculum; young learners at the first grade will be able to ...

1. develop a positive attitude towards language learning by having a good time in class sessions.
2. be aware of the fact that target language is a different language.
3. recognize the similarities and differences between the target language and the native language.
4. familiarise with everyday language in English.
5. use simple daily expressions in the target language.
6. build their self-esteem and confidence in the new environment that is set through activities.
7. use English to communicate with their peers in provided settings through activities.
8. develop social, physical, intellectual, creative and emotional skills while they are doing activities in the class sessions.
9. enhance their listening and speaking skills in the target language.
10. enhance their vocabulary knowledge in the target language.
11. enjoy learning the target language in various games and activities.
12. use their imagination and thinking abilities effectively while they are doing activities such as drawing, colouring, playing games and role-playing.
13. express themselves by using simple words or structures in the target language.
14. work cooperatively and love playing games or role-playing in a team.
15. develop their pencil control and eye- hand coordination as they are doing activities such as tracing, drawing and colouring, doing arts and crafts in class sessions.
16. observe, discover and identify features in the place they live and in the natural world around them while they're learning the target language.
17. use their innate love for stories, fables, music, chants, songs, nursery rhymes and role-play and they will be able to use their innate love while they are listening to music, singing chants, songs, saying rhymes and role-playing through the activities.
18. explore and experiment with the new sounds, and develop their pronunciation and intonation in the target language.

## **BASIC USER (A1.1)**

### **Description of A1 Level according to the CEFR**

Basic users can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help (CoE 2011). Therefore, in this curriculum the young learners are supposed to understand and use familiar everyday expressions and very basic phrases at the satisfaction of needs of a concrete type. They can introduce themselves and others. They can ask and answer questions about personal details such as his/ her name, age, their classroom objects, likes and dislikes, family, home, fruits and vegetables, body parts and senses, animals and hobbies. They can ask permission, respond to instructions, thank, express gratitude, warn someone, ask and give reasons, request something, describe something by colour, size and shape, talk about quantity of something, count from one to twenty and express the whereabouts of something or someone. They can identify some simple geographical features such as river, lake, mountain, etc. in nature, recognize clothes, seasons provided that the other person talks slowly and clearly in a simple way and he/ she should be prepared to help. In addition, the content of the curriculum is based on the reference resource of the CEFR for this level (Breakthrough).

## **1.5. IMPLEMENTATION OF THIS CURRICULUM FOR THE FIRST GRADE**

In our curriculum, we put emphasis on acquisition of a new language rather than teaching young learners grammar points of a new language. Therefore, our curriculum is designed according to the principles of the communicative approach. Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. According to our curriculum, language learners should learn a language through the process of communicating it. Our curriculum focuses on the four skills of reading, writing, listening and speaking. However at this stage, listening and speaking skills are worked on at the first grade as the first graders are illiterate and it is the fact that young learners should be exposed to the new language by listening firstly and they should be familiar with the new language.

With applying of the principles of communicative language teaching, the first graders will be able to ...

\* make conversations which they will have opportunities to use them in real environments (e.g., greeting, asking permission, thanking, expressing their feelings, etc.)

\* link the different skills such as speaking and listening together as these skills usually occur in the real life.

- \* use opportunities to try out what they have learned by doing activities, playing games, doing arts and crafts, singing songs, listening to picture stories, role playing and project works.
- \* be tolerant of other learners' errors and especially be tolerant of their own errors.
- \* build up his or her communicative competence gradually.
- \* take out or discover grammar rules from a real context.
- \* engage in meaningful interaction and maintain comprehensible and ongoing communication despite limitations.
- \* get the meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns.

In the aim of developing language learner's communicative competence, we emphasize some important teaching points in our curriculum.

Especially, teachers play a vital role in motivating children in the class. As young learners are naturally inquisitive, enthusiastic, and receptive to new input, language teachers won't have difficulty in keeping young learners motivated if they use the correct activities which are based on communicative competence. They should keep young learners' imagination vivid and young learners should stay enthusiastic to learn new things while language teachers are doing activities as a participant as well.

Young learners go through the most rapid phase of growth and development in early childhood period. Their brains develop faster than at any age in their lives. In other words, young learners can easily store knowledge in the long term memory if they are exposed to the target language properly and continuously. We especially emphasize that young learners are children and they should play and learn at the same time.

Language teachers should take the advantage of the fact that young learners are really good listeners and they are not afraid of making mistakes when they try to speak the new language. Therefore, they easily and properly pronounce the new sounds that belong to the new language. It is important that language teachers should speak English clearly but at a normal pace in the class session. They shouldn't swallow the sounds or put the intonation on the wrong syllables. They should use the audio and audio-visual materials in which native speakers of the new language speak in a natural way. These audio and audio-visual materials can be CDs, DVDs, radio or television programmes (young children are especially keen on cartoons).

Language teachers should take young learners' attention span into consideration. We cannot deny that young learners have a short attention span. Moreover, attention span can vary from child to child. It means that young learners need a variety of communicative based activities to stay focused. These communicative based activities should be organized and presented in different ways to keep children motivated, inquisitive and interested during class

sessions by taking every student's different backgrounds into consideration. Language teachers are aware of the fact that when young learners get bored during the class session, they become very difficult to manage. Therefore, at this level, teachers should take their time and repeat activities continuously until they feel young learners become competent and have fun with the activities.

As young learners need constant reassurance, they should be constantly encouraged and praised during class sessions. When language teachers are carrying out an activity, they should walk around the class and monitor the activity. They mustn't over-emphasize children's mistakes or they mustn't emphasize grammar points. Moreover, they should make young learners focused on their fluency rather than grammar. In our curriculum, we highlight that young learners must develop a positive attitude towards language learning and speak fluency English by having a good time and fun in class sessions.

## **1.6. ROLE OF THE LANGUAGE TEACHERS FOR THE FIRST GRADE**

According to our curriculum, language learners should participate in classroom activities that are based on cooperative learning rather than individualistic learning. Language learners should feel comfortable while they're doing group work or pair work tasks with their peers, rather than they should rely on their teacher for a model. They are supposed to take responsibility for their own learning process.

Language teachers must be qualified for education of young learners. They must gain some certain qualities of educating young learners.

Language teachers for the first graders should ...

- \* help young learners develop positive attitudes to the new language.
- \* be supportive in the educational environment and be caring and loving towards young children.
- \* promote creative thinking by asking various questions while presenting educational activities.
- \* keen on playing games and singing songs with young learners in the educational environment as repetition is very important at early stages of language learning.
- \* encourage parents to play games and sing songs at home with their children in the target language.
- \* create caring, respectful and nurturing environments where young children feel safe and ready to learn the target language.

- \* provide a well- planned and carefully organised classroom and outdoor environments for young learners to practice the target language.
- \* make a clear explanation for the activity to young children when they are about to start doing it.
- \* encourage young children to use materials in a flexible and imaginative way.
- \* develop effective systems for planning, assessing and recording young learner's progress in the target language.
- \* be attentive to individual children's learning needs and abilities in the target language.
- \* see plays as a means of language teaching in this curriculum; they shouldn't see them as a break from the curriculum or a reward for good behaviour.
- \* see young learners as capable and active participants in the delivery of this curriculum.
- \* partner with parents and use a collaborative approach to teaching the target language.

## **1.7. THE ACTIVITIES IN OUR CURRICULUM**

The activities in our curriculum basically focus on fluency rather than accuracy. However, we don't underestimate the importance of accuracy in language learning and teaching.

According to our curriculum, language learners will be able to ... at the end of the first grade.

1. be familiar with natural use of language,
2. focus on achieving communication,
3. develop the habits of creating meaningful use of communication strategies,
4. produce language that may not be predictable,
5. seek to link language use to context

These are the characteristics of the activities required for our curriculum:

1. They should develop young learners' communicative competence through linking grammatical development to the ability to communicate.
2. They should create need for communication, interaction and negotiation of meaning through the use of activities such as problem solving, information sharing and role play.
3. They should make use of content that connects to students' lives and interests.
4. They should allow students to personalize learning by applying what they have learned to their own lives.

## 1.8. IMPORTANCE OF PLAY FOR THE FIRST GRADERS

Playing games is the most important means of acquisition of a new language for young children as they are eager learners and they learn easily while they are playing games. Accordingly, they build self-confidence and security in their learning process. They participate in games with pleasure and have fun with their peers. Playing games is a necessary part of healthy child development. While they are playing games, they practice newly acquired language skills easily. They also build relationships between their peers. Playing games not only gives opportunities for young learners to be successful individuals but also it helps young learners to acquire cooperative learning skills. That is not deniable that through the process of playing games, young learners learn to present their real or imaginary world by exploring, listening, speaking, drawing, painting, building blocks or role- playing.

There are two types of plays; one is children- initiated play in which children pursue their own interests and the other one is teacher-directed play in which teachers play the role of facilitator while they are playing.

In this curriculum, we prefer teacher- directed plays as teachers can extend activities and they can take the control of activities by helping and supporting children to carry out the outcomes of the curriculum. Language teachers should design the environment to support children's needs and development.

These are the functions of play in the class:

1. Young learners can explore and make sense of their surroundings.
2. Young learners can express personal thoughts and feelings in a simple way.
3. Young learners can solve real problems when they encounter any problems.
4. Young learners can extend language skills both in their native language and in the new language.
5. Young learners can enhance cognitive and motor development.
6. Young learners can develop self-control.

## 1.9. METHODS AND TECHNIQUES

A wide range of methods and techniques can be applied in language classes as far as they keep language learners enthusiastic, inquisitive and motivated. In our curriculum, we mostly give priority over *Communicative Language Teaching*, *Total Physical Response (TPR)*, *Edutainment and Natural Approach*. Therefore, we use *Drama: Role playing*, *Storytelling*, *Games (Learn by doing)*, *Arts and Crafts*, *Thinking Skills*, *Music (Singing songs and Dance)* and *Discovery Approach* in our activities.

Natural Approach is a language teaching method which aims to foster naturalistic language acquisition in an educational environment. It especially emphasizes communication; it doesn't

give priority over grammar teaching. According to natural approach, language learners' output should emerge spontaneously after language learners have had enough comprehensible language input.

Language teachers should apply activities that involve movement, miming, facial expressions and as many senses as possible into their lessons. They like to move around, see, hear, smell and touch things. They need to explore their surroundings. Therefore, we especially use Total Physical Response in our curriculum. **Total Physical Response** (short for TPR) is a language teaching method which is based on the coordination of language and physical movement. TPR was developed by James J. Asher. In TPR, instructors give commands in the target language to listeners and they respond with whole body actions. Listening and responding with accordingly appropriate actions reinforces young learners to get meaning from context and gain vocabulary rapidly in natural environments in our curriculum. Young learners recognize meaning in the target language at the same time they learn the language structure passively. In our curriculum, language teachers mustn't teach grammar explicitly to young learners, yet young learners get grammar points from the language input.

**Edutainment** is very crucial as young learners love **playing games** and they can make rapid progress in acquisition of a new language while playing games. The big picture is that edutainment makes the new language less scary in the eye of the first graders. If language teachers can adapt games for their classes, he/ she can make students both practice the target language and play at the same time. Games are a good reinforcement activity at the end of the class. Similarly, if language teachers play games with young learners at the beginning of class sessions, they can make young learners smile and be enthusiastic to learn and practice the target language. At that point, language teachers should choose the activities which must be both fun and educational; they shouldn't miss the lessons' target language structures and they should combine the lessons' target language structures with the games which they will play in the class. Young learners acquire the limited language in a natural environment while they are playing games and having fun. Another important aspect is that language teachers should organize their language classrooms appropriately to maximize every learning opportunity.

**The games used for teaching a new language must have some characteristics as the following:**

- a) They must be fun and attractive to young learners.
- b) They must teach or reinforce the language objectives and skills of the target language.
- c) They should be competitive.
- d) They should nominate a winner and the winner should be given some sort of award given.

Young learners love familiar things. They use similarities as the first step for understanding and getting accustomed to the new environment. Language teachers should begin teaching English with universal children's songs, rhymes, stories or games which young learners are already familiar with in their native language and teachers should repeat these songs, rhymes, stories or games constantly as long as children are actively engaged.

We cannot underestimate the vital role of **songs, rhymes and chants** in acquisition of a new language. **Singing songs, rhymes and chants is a good way to teach a new language to young learners in an entertaining and agreeable way, since singing songs, rhymes and chants incorporates different language skills.** Young learners prefer doing actions while singing along. However, some young learners can have difficulty in coordinating both singing and doing actions such as **miming, gesturing and acting out**. Language teachers should participate in singing and doing the actions together and be a good model for young learners. It means that young learners make sense of the words of the songs when they are acting out along by singing the songs.

**Stories** provide young learners with advanced skills such as prediction and guessing as well as valuable cultural input. Stories feed young learners' imagination and help young learners to be familiar with the other costumes and traditions and cultures.

Young children are very active and they love doing a variety of **arts and crafts**. As young children's bodies are developing rapidly, language teachers should provide opportunities for their young learners to develop their gross motor skills by doing arts and crafts in the class. However, arts and crafts activities must be at children's skill level. Young learners will feel a great sense of accomplishment and pride when they have completed their tasks. They will also have developed their fine motor coordination by drawing shapes, cutting patterns, drawing pictures and colouring in pictures.

Teaching English through **drama** to young learners will help children with having a positive attitude towards the new language for the rest of their lives. Acting and theatre activities help children of all ages focus on communication skills and concentrate their energies on creativity. Acting out another personality is also very helpful for quiet and shy language learners.

In our curriculum, we emphasize that we should teach young learners thinking skills rather than having students simply memorize information. In other words, language teachers model and explicitly teach thinking skills (*metacognition*) and this is very crucial to learning new concepts for language learners.

Here is the table of the suggested methods and techniques:

Listening  
Matching  
Acting out  
Drawing  
Colouring  
Drama/ Miming  
Arts and crafts  
TPR  
Asking & answering  
Flashcards  
Giving instructions  
Playing games

## 1. 10. MATERIALS

There is no limitation on choosing of materials in language teaching. It is the fact that there are three main learning styles: auditory learners (someone who learns by hearing), visual learners (someone who learns by seeing) and kinesthetic learners (someone who learns by doing something). Materials should cover all types of language learners' needs. Therefore, language teachers can use a variety of visual aids including flash cards, simple and easy diagrams and charts made of, for examples fruits or blocks, etc. These visuals make both the language and the content more accessible to young learners. Language teachers should also use the audio and audio-visual materials in which native speakers of the new language speak in a natural way. These audio and audio-visual materials can be CDs, DVDs, radio or television programmes (young children are especially keen on cartoons). Besides, young learners should touch the things and do the actions while they are learning.

As a consequence, language teachers should use lots of pictures and real objects in the class as young learners need to see, hear, smell and touch things. They need to learn by 'doing', 'smelling', 'seeing' and 'hearing'. Teachers should use pictures and realia such as classroom objects, fruits and vegetables, flowers, plants, clothes, stones, toys, etc. in class sessions.

Here is the table of the suggested materials for the first graders:

Flashcards  
Posters  
Story cards  
Worksheet  
Audio materials  
Audio- visual materials  
Puppets and toys  
Games  
Board games  
Real objects

## **1.11. COMMUNICATIVE OBJECTIVES AND SKILLS**

The communicative objectives and listening and speaking skills of this curriculum are organized from simple to difficult according to young learners' needs, interests and abilities. All the communicative objectives are distributed in twelve themes in accordance with the names of the themes.

The communicative objectives of this curriculum have been designed in the light of the Theory of Multiple Intelligences and Emotional Intelligence. According to Howard Gardner's Theory of Multiple Intelligences, there are eight types of intelligences.

### **Musical Intelligence**

Young learners with musical intelligence listen to and play music; they move to the rhythm while they are humming and they can replicate the tunes they hear or they can create tunes by themselves. They are sensitive to melody, rhythm and tone.

### **Logical/ Mathematical Intelligence**

Young learners with mathematical intelligence enjoy working with numbers. They are curious about how things work. They are keen on asking many questions. They are passionate about collecting items and they keep track of their collections. They have the ability of handle chains of reasoning. They recognize patterns easily and order them.

### **Interpersonal Intelligence**

Young learners with interpersonal intelligence tend to have many friends and negotiate between their friends. They are absolutely excellent team players. They work with their team partners easily and they get along with them and they interact with them.

### **Intrapersonal Intelligence**

Young learners with intrapersonal intelligence can control their feelings and moods. They observe and listen to their around eagerly. They are aware of their personal abilities. They do their best when they are working alone. They can understand their friends' feelings and they can express their own feelings and opinions.

### **Bodily/ Kinesthetic Intelligence**

Young learners with bodily/ kinesthetic intelligence are fond of playing sports and they are physically active. They usually use body language while they are speaking. They enjoy acting, dancing and doing movement activities. They tend to use the body to solve problems.

### **Spatial Intelligence**

Young learners with spatial intelligence are good at art. They like doodling, painting, drawing and building with blocks. They also like doing puzzles and mazes. They enjoy

looking at maps. They can make out the differences or similarities between two pictures and they can understand the order of things. They tend to make new things. They can take things apart for examples toys and then they can put them back together in a new creative way.

### **Naturalist Intelligence**

Young learners with naturalist intelligence love nature. They enjoy observing plants and catching insects. They also enjoy collecting rocks. They can recognize and classify plants and animals.

### **Verbal/ Linguistic Intelligence**

Young learners with verbal/ linguistic intelligence have a great deal of vocabulary and they can use the vocabulary properly. They order the words and give the correct meaning when they make sentences. They enjoy reading books or writing. They like telling stories, jokes, riddles or puns.

Emotional Intelligence is another important aspect which we took seriously consideration in the process of designing our curriculum because of the fact that edutainment is connected with Emotional Intelligence. The Theory of Emotional Intelligence is defined by Daniel Goleman as “the capacity of recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships.” Five domains of Emotional Intelligence are identified by Daniel Goleman.

Let’s have a closer look at these domains:

Self-awareness- Recognising and being able to name our feelings

Motivation- The ability to keep going despite failures

Self-regulation- The way we handle our emotions to avoid negative effects

Adeptness- Being sensitive to the feelings of others and handling them appropriately to build positive relationships

## **1.12. THEMES**

There are twelve themes in our curriculum. The names of themes in this curriculum coincide with the general objectives of our curriculum for the first grade. We emphasize the use of meaning- based context and universal themes in our curriculum. We organize the twelve themes in the light of the fact that when language learners are interested in something and they connect it to their daily lives and cultural backgrounds, they are more highly motivated and learn at a better rate. Therefore, we choose our themes from universal themes that will keep young learners interested, inquisitive and enthusiastic.

## **1. 13. VALUES**

In our curriculum, we don't only give priorities over skills of language learning but also over behavioural development in social lives of young learners. According to our curriculum, young learners will develop the good habits of respecting people such as their peers, the elderly and the disabled, other cultures, appreciating nature, art, family, etc., taking care of animals and protecting animals, keeping their classroom clean and tidy and so on.

## **1.14. ASSESSMENT AND EVALUATION INSTRUMENT (S)**

Language teachers should evaluate young learners' learning process in the target language by using observation checklists, assigning them with performans and project works and observing young learners closely and taking notes while they are doing activities. Language teachers should also involve parents in evaluating young learners' learning process. Parents should participate in some activities as young learners need their parents' encouragement and help.

It's quite common for young learners not to produce anything during the initial stages or class sessions. This doesn't mean that they don't learn anything in class sessions. This period of adjustment of young learners should not alarm language teachers for the first graders. They should bear in mind that young learners need time to observe the new language firstly and then they produce it naturally in their own time.

Another important point we emphasize in our curriculum is that language teachers shouldn't scare young learners with written tests or they shouldn't judge young learners by their mistakes. They should let young learners have fun in class sessions and make mistakes while they are doing their activities. Language teachers never make young learners get ashamed of themselves for making grammar or spelling mistakes just as making mistakes is a natural process of acquisition of a new language. Language teachers should know that young learners need practice. We highlight "Practice makes perfect." Therefore, language teachers should be patient with children's process in learning another language and create environments for their practice what they've learned.

### **A. Portfolio Assessment**

Language teachers should keep progress record cards to keep track of the progress that young learners have made. Language teachers shouldn't judge young learners by their mistakes that they have made in their works and language teachers should be patient with the progress of young learners. They should be aware of the fact that young learners are not productive at the initial stages and they need to listen and store the knowledge in their minds.

## **B. Project Assessment**

In each theme, young learners are supposed to do project works related to the themes. Language teachers should encourage young learners to have fun while they're doing their project works and keep them in a language portfolio. Language teachers can ask parents to help young learners to do their project works and keep them in young learners' language portfolios.

## **C. Self- Assessment**

Self- assessment can be challenging for young learners, though they should be encouraged to assess their process on their own. At that point, language teachers should be very attentive to keep young learners' positive attitude towards language learning and never get young learners to exaggerate their weaknesses in their learning progress. In the CEFR, self-assessment is highly emphasized since language learners should be encouraged to monitor their own language progress, take responsibility for acquisition of the new language and keep track of their learning process. In our curriculum, young learners are encouraged to have and keep a European Language Portfolio. They should also be encouraged to use "adp.meb.gov.tr" to make use of European Language Portfolios.

## **D. Teachers' Assessment**

Language teachers' assessment must be coordinated with parents' feedback in young learners' language learning progress as language learning takes place not only young learners' educational environment but also in their personal environment. Language teachers should keep observation forms to keep track of the progress that young learners have made.

In short, there are no external (written or oral) examination assessments for the first graders. The first graders should be assessed through activities, posters, worksheets, projects and portfolios. Language teachers can evaluate young learners' process in the target language by using observation checklists or observing and taking notes of good memories of young learners.

## 2. TABLE OF THE COMMUNICATIVE OBJECTIVES AND SKILLS FOR THE FIRST GRADE

THEME 1 HELLO!	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	ASSESSMENT&EVALUATION INSTRUMENT (S)	VALUES
	1. Greeting and meeting someone 2. Introducing himself/ herself 3. Asking someone's name 4. Expressing good feelings 5. Naming the letters in the English alphabet 6. Recognize the familiar sounds 7. Differentiate some sounds from other sounds 8. Singing a nursery rhyme, a chant or a song about the English alphabet <b>Listening Skills</b> L1. Students will be able to listen and recognize someone's name. L2. Students will be able to listen and match the names with the correct pictures. L3. Students will be able to listen and recognize the familiar sounds (e.g. WC, DVD, etc.) L4. Students will be able to	Hello Hi Good Morning Afternoon Evening Name My Your Nice Glad Lovely Me too  Train CD WC Film Cake Cinema Restaurant Café Radio Television Laptop	- Hello! - Hi! - Good morning! - Good afternoon! - Good evening! - My name's Jill. And you? - John. Nice to meet you. - Me, too. - I am Sam. You? - What is your name? - Are you George? - Tina. Glad to meet you. - Lovely to meet you, too. - A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, V, U, W, X, Y, Z - (This is) a train. - (This is) a CD. It is not a DVD.	PROJECT  * Making models of some letters from the English alphabet by using playdough on a cardboard  DOSSIER  * Students start filling in their European Language Portfolios.	*Respecting their friends  * Use polite language in public

	<p>listen and choose/stick/ trace/colour in/point to the correct picture by differentiating the sounds.  L5. Students will be able to listen and choose/ trace/ colour in/ stick/ point to the correct letters.</p> <p><b>Speaking Skills</b>  S1. Students will be able to tell someone his/ her name.  S2. Students will be able to ask someone what his/ her name is.  S3. Students will be able to greet and meet someone.  S4. Students will be able to ask and answer questions about greeting and expressing good feelings about their meeting.  S5. Students will be able to say the letters in the English alphabet at random or in sequence.  S6. Students will be able to point and make the correct sounds.  S6. Students will be able to join together in singing a song, a nursery rhyme or a chant about the English alphabet.</p>	<p>Tablet  Yo-yo  Scooter  Chocolate</p>			
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THEME 2 MY CLASSROOM	COMMUNICATIVE OBJECTIVES&SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	ASSESSMENT&EVALUATION INSTRUMENT (S)	VALUES
	1. Introducing someone to someone 2. Taking and following instructions 3. Responding to instructions 4. Asking permission 5. Thanking 6. Expressing gratitude 7. Talking about their own classroom objects 8. Talking about his/ her classroom 9. Asking and answering questions about each other's classroom objects 10. Responding to questions 11. Singing a nursery rhyme, a chant or a song about classroom or school  <b>Listening Skills</b> L1. Students will be able to listen and point to the	Notebook Textbook Pencil Pen Rubber Board rubber Chalk Pencil sharper Pencil case Ruler Scissors Glue Sellotape Whiteboard Whiteboard marker Noticeboard Window Desk Chair Table Door Wall	- This is Harry. - Open/ Close your books. - Sit down. - Stand up. - Okay, Ma'am/ Sir. - Take out your crayons, please. - Put away your textbooks and notebooks. - Form a line. - Raise your hands. - Speak up, please. - Turn around. - Please, knock on the door. - Sure, Ma'am/ Sir. - May I come in? - May I go out? - May I go to the	<b>PROJECT</b>  * Making a poster which illustrates their classroom by using pictures from old newspapers or magazines and then making conversations with their friends about their classroom objects in their posters	*Understanding and following public rules * Using polite language in public places

	<p>correct person.  L2. Students will be able to listen and do the actions accordingly.  L3. Students will be able to listen and choose/ find/ cut out/stick/ trace and colour in, etc. the correct classroom objects.  L4. Students will be able to listen and recognize someone's belongings.  L5. Students will be able to listen and respond to questions.</p> <p><b>Speaking Skills</b>  S1. Students will be able to introduce their friends or their teacher to someone else.  S2. Students will be able to take and follow instructions.  S3. Students will be able to respond to instructions.  S4. Students will be able to ask permission.  S5. Students will be able to thank.  S6. Students will be able to express gratitude.</p>	<p>Ma'am  Sir  Sit  Stand  Speak  Come  Go  Open  Close  Look  Flush</p>	<p>toilet?  - Sure.  - Thank you.  - Thanks.  - You're welcome.  - (I've got) a notebook.  - (I've got) two pencils.  - (There is) a whiteboard in the classroom.  - Is this your pencil?  - Yes, it is.  - Are they your crayons?  - No, they aren't.  - One, two, three, four. (There are) four windows in the classroom.  - Harry?  - I am here!  - Is Jane in the classroom?  - No, she isn't. She is absent.</p>		
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	<p>S7. Students will be able to talk about his/ her classroom.</p> <p>S8. Students will be able to talk about their own classroom objects.</p> <p>S9. Students will be able to ask and answer questions about each other's classroom objects.</p> <p>S10. Students will be able to respond to questions</p> <p>S11. Students will be able to join together in singing a nursery rhyme, a chant or a song about classroom or school.</p>				
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THEME 3 FAMILY	COMMUNICATIVE OBJECTIVES&SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	ASSESSMENT&EVALUATION INSTRUMENT (S)	VALUES
	<p>1. Introducing their own family members</p> <p>2. Talking about their own family members</p> <p>3. Asking and answering questions about their family members and their quantity</p> <p>4. Asking questions about each other's family members</p> <p>5. Naming jobs</p> <p>6. Talking about family members' jobs</p> <p>7. Expressing their feelings about their family members</p> <p>8. Singing a nursery rhyme, a chant or a song about family or jobs</p> <p><b>Listening Skills</b></p> <p>L1. Students will be able to listen and choose/ cut out/ stick/draw/ point to the correct family members.</p> <p>L2. Students will be able to listen and match the correct family members with the correct pictures that illustrate their jobs.</p>	<p>Grandmother/ Grandma</p> <p>Grandfather/ Grandpa</p> <p>Mother/ Mom</p> <p>Father/ Dad</p> <p>Sister</p> <p>Brother</p> <p>Doctor</p> <p>Dentist</p> <p>Teacher</p> <p>Nurse</p> <p>Policeman</p> <p>Lawyer</p> <p>Firefighter</p> <p>Engineer</p> <p>Architect</p> <p>Businessman</p> <p>Mechanic</p> <p>Plumber</p> <p>Technician</p> <p>Housewife</p> <p>Clerk</p>	<p>- This is my Mom.</p> <p>- I have got a sister.</p> <p>- I have got two brothers.</p> <p>- Have you got any sisters?</p> <p>- Yes, I have.</p> <p>- How many sisters have you got?</p> <p>- Three.</p> <p>- Have you got any brothers?</p> <p>- No, I haven't.</p> <p>- Who is this/ that?</p> <p>- He's my brother.</p> <p>- What's his name?</p> <p>- Tom.</p> <p>- I am a student.</p> <p>- My Mom is a doctor.</p> <p>- My Dad is a firefighter.</p> <p>- I love my Mom.</p> <p>- This is my little sister. She's very cute/ lovely.</p>	<p>PROJECT 1</p> <p>* Making up an imaginary cartoon character family and making their family tree and then introducing the family members to their friends and talking about the family members</p> <p>PROJECT 2</p> <p>* Making a finger puppet family and singing a song about it</p>	<p>*Appreciating the importance of family</p>

	<p>L3. Students will be able to listen and identify feelings about family members.</p> <p>L4. Students will be able to listen to a picture story and then point to the pictures and say the family members.</p> <p><b>Speaking Skills</b></p> <p>S1. Students will be able to talk about their own family members.</p> <p>S2. Students will be able to ask and answer questions about each other's family members.</p> <p>S3. Students will be able to talk about the quantity of their own family members.</p> <p>S4. Students will be able to ask and answer questions about the quantity of each other's family members.</p> <p>S5. Students will be able to talk about their family members' jobs.</p> <p>S6. Students will be able to join in singing a nursery rhyme, a chant or a song about family or jobs.</p>				
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THEME 4 COLOURS	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	ASSESSMENT& EVALUATION INSTRUMENT (S)	VALUES
	<p>1. Naming colours</p> <p>2. Asking and answering questions about colours</p> <p>3. Talking about the colours of things around them</p> <p>4. Describing objects by their colours</p> <p>5. Expressing their likes and dislikes about colours</p> <p>6. Asking and answering questions about likes and dislikes</p> <p>7. Singing a nursery rhyme, a chant or a song about colours</p> <p><b>Listening Skills</b></p> <p>L1. Students will be able to listen to a picture story about colours and then point and say the colours they see in the pictures.</p> <p>L2. Students will be able to listen and choose/ cut out/ stick/ draw/ point to the correct colours.</p> <p>L3. Students will be able to listen and match the colours with the pictures.</p> <p>L4. Students will be able to listen</p>	<p>Red</p> <p>Blue</p> <p>Green</p> <p>Yellow</p> <p>Brown</p> <p>Black</p> <p>Grey</p> <p>White</p> <p>Purple</p> <p>Pink</p> <p>Orange</p>	<p>-It's green.</p> <p>- Is this red?</p> <p>- No, it isn't. It's pink.</p> <p>-My pencil case is yellow.</p> <p>- His rubber is black.</p> <p>- Her pencils are purple.</p> <p>-The noticeboard is brown.</p> <p>- The door is green.</p> <p>-I like pink.</p> <p>- I don't like red.</p> <p>-Do you like blue?</p> <p>- Yes, I do.</p> <p>- Do you like grey?</p> <p>- No, I don't.</p>	<p>PROJECT</p> <p>* Making cards by using potato prints and making conversations about the colours on their cards</p>	<p>* Appreciating art</p>

	<p>and answer questions about colours.  L5. Students will be able to listen and understand someone's likes and dislikes about colours.</p> <p><b>Speaking Skills</b></p> <p>S1. Students will be able to point to/ stick/ colour in pictures and say their colours.  S2. Students will be able to ask and answer questions about colours.  S3. Students will be able to talk about the colours of things around them.  S4. Students will be able to describe objects by their colours.  S5. Students will be able to express their likes and dislikes about colours.  S6. Students will be able to ask and answer questions about each other's likes and dislikes about colours.  S7. Students will be able to join together in singing a nursery rhyme, a chant or a song about colours.</p>				
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THEME 5 HOME	COMMUNICATIVE OBJECTIVES & SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	ASSESSMENT & EVALUATION INSTRUMENT(S)	VALUES
	<ol style="list-style-type: none"> <li>1. Talking about their homes</li> <li>2. Talking about the parts of a house or a flat</li> <li>3. Asking and answering questions about the parts of a house or a flat</li> <li>4. Talking about his/ her own room or his/ her imaginary room</li> <li>5. Asking someone questions about his/ her room and someone's room</li> <li>6. Describing a room by colour, size and shape</li> <li>7. Talking about the things in a room</li> <li>8. Asking and answering questions about the things in a room</li> <li>9. Asking and answering questions about the quantities of things in rooms</li> <li>10. Singing a nursery rhyme, a chant or a song about parts of a house or a flat</li> </ol> <p><b>Listening Skills</b> L1. Students will be able to listen and choose/ cut out/ stick/draw/</p>	<p>House Flat Living room Bedroom Kitchen Bathroom Garage Garden Downstairs Upstairs</p> <p>Bed Dresser Mirror Cushion Carpet Rug Chair Table Desk Curtain Armchair Sofa Cupboard Bathtub Sink Tab</p>	<p>- This is our house. - This is our flat. - There is a living room in our flat. - There is a living room, a kitchen and a bathroom in our house. - There are two bathrooms upstairs. - Are there two bedrooms in your house? - Yes, there are. - Is your living room big? - Yes, it is. - I've got pink curtains in my room. - I've got four cushions on my bed. - Have you got a room? - No, I haven't. - Has Jack got a room? - Yes, he has. - I have got a small room. It's rectangular. It's white. - I've got a bed in my</p>	<p>PROJECT 1</p> <p>* Making a model house by using old materials and old toys and then making conversations in small groups about the parts of the house and the things in the house</p> <p>PROJECT 2</p> <p>* Making a poster of their imaginary house or flat and talking about it</p>	<p>* Helping and offering help to someone who needs</p>

	<p>point to the correct parts of a house or a flat.</p> <p>L2. Students will be able to listen and colour in the things in a flat or a house.</p> <p>L3. Students will be able to listen and identify the correct furniture or the things in a house or a flat.</p> <p>L4. Students will be able to listen and match the quantities of things in a house or a flat.</p> <p>L5. Students will be able to listen and colour in a picture of a house or a flat.</p> <p><b>Speaking Skills</b></p> <p>S1. Students will be able to talk about their homes.</p> <p>S2. Students will be able to talk about the parts of a house or a flat.</p> <p>S3. Students will be able to ask and answer questions about the parts of a house or a flat.</p> <p>S4. Students will be able to talk about his/ her own room or a room in his/ her house/ flat.</p> <p>S5. Students will be able to ask someone questions about his/ her room and someone's room. S6. Students will be able to describe a room by colour, size and shape.</p> <p>S7. Students will be able to talk</p>	<p>Rectangular Square Triangular Round Oval</p>	<p>room.</p> <ul style="list-style-type: none"> <li>- What colour are your curtains?</li> <li>- They are purple.</li> <li>- What have you got in your room?</li> <li>- I've got a bed, a bedside table, a rug, a dresser, a desk and a chair.</li> <li>- How many rugs have you got in your room?</li> <li>- Two.</li> <li>- How many cushions have you got on your bed?</li> <li>- Three.</li> </ul>		
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	<p>about the things in a room.</p> <p>S8. Students will be able to ask and answer questions about things in a room.</p> <p>S9. Students will be able to ask and answer questions about the quantities of things in a room.</p> <p>S10. Students will be able to join together in singing a nursery rhyme, a chant or a song about parts of a house or a flat.</p>				
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THEME 6 TOYS	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	ASSESSMENT&EVALUATION INSTRUMENT (S)	VALUES
	<p>1. Naming toys 2. Talking about their own toys 3. Talking about the quantities of toys 4. Describing their toys by shape, size and colour 5. Asking and answering questions about their toys 6. Asking questions about the quantities of toys 7. Talking about toys' whereabouts 8. Asking and answering questions about toys' whereabouts 9. Singing a nursery rhyme, a chant or a song about toys</p> <p><b>Listening Skills</b> L1. Students will be able to listen and choose/ cut out/ stick/ draw/ point to the correct toys in a picture. L2. Students will be able to listen and match the quantities of toys. L3. Students will be able to</p>	<p>Doll Robot Skipping rope Marble Teddy bear Yo-yo Puppet Ball Toy car/ bus, etc.</p> <p>Big Small Long Short Tall</p>	<p>- This is a doll. - That is a ball. - I have got a teddy bear. -There are five marbles. - There is a toy ambulance. - My doll is big. It has got a pink dress. - My toy train is long and red. It has got a big locomotive and five cars. - My ball is round. It's blue. - What colour is your teddy bear? - It's brown. - Is it big? - No, it isn't. It's small. It has got two big eyes and a small nose. - How many toy cars have you got? - Six. - My toys are in my</p>	<p>PROJECT 1</p> <p>* Playing with their toys and making conversations about their toys in small groups</p> <p>PROJECT 2</p> <p>* Making up a story by playing with their toys in small groups</p>	<p>* Playing with others and waiting for their turn</p>

	<p>listen and colour in the correct pictures of the toys.  L4. Students will be able to listen and answer questions about toys.  L5. Students will be able to listen and do a jigsaw puzzle about toys.  L6. Students will be able to listen to a picture story about toy(s) and recognize the names of them.</p> <p><b>Speaking Skills</b>  S1. Students will be able to point and say the names of the toys.  S2. Students will be able to talk about their own toys.  S3. Students will be able to talk about the quantities of the toys.  S4. Students will be able to describe their toys by shape, size and colour.  S5. Students will be able to ask and answer questions about their toys.  S6. Students will be able to talk about toys' whereabouts.  S7. Students will be able to ask and answer questions</p>		<p>room.  - The ball is on the table.  -Where is the kite?  - Look! It's in the sky.</p>		
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	<p>about toys' whereabouts. S8. Students will be able to ask and answer questions about the toys in a picture or in a picture story. S9. Students will be able to look and say the differences between the two pictures of a toy. S10. Students will be able to join together in singing a song, a chant or a nursery rhyme about toys.</p>				
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THEME 7 SENSES	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	ASSESSMENT&EVALUATION INSTRUMENT (S)	VALUES
	<p>1. Naming body parts</p> <p>2. Giving and taking instructions</p> <p>3. Talking about their own body parts</p> <p>4. Talking about someone's body parts</p> <p>5. Asking and answering questions about body parts</p> <p>6. Talking about senses</p> <p>7. Warning others</p> <p>8. Asking reasons</p> <p>9. Giving and taking advice about body hygiene</p> <p>10. Singing a nursery rhyme, a chant or a song about body parts or senses</p> <p><b>Listening Skills</b></p> <p>L1. Students will be able to listen and choose/ cut out/ stick/ draw/ point to the correct body parts.</p> <p>L2. Students will be able to listen and put the body parts in order.</p> <p>L3. Students will be able to listen and do the actions</p>	<p>Body</p> <p>Head</p> <p>Arm</p> <p>Leg</p> <p>Eye</p> <p>Nose</p> <p>Chin</p> <p>Cheek</p> <p>Ear</p> <p>Lip</p> <p>Mouth</p> <p>Finger</p> <p>Toe</p> <p>Knee</p> <p>Ankle</p> <p>Hand</p> <p>Foot</p> <p>Hair</p> <p>Nail</p> <p>Teeth</p> <p>Wash</p> <p>Cut</p> <p>Brush</p> <p>Cold</p> <p>Hot</p>	<p>– This is a mouth.</p> <p>- These are fingers.</p> <p>- Touch your head.</p> <p>- Stretch your arms.</p> <p>- This is my nose.</p> <p>- These are my eyes.</p> <p>– Those are your hands.</p> <p>– Is this a nose?</p> <p>- Yes, it is.</p> <p>- Are these arms?</p> <p>- Yes, they are.</p> <p>- My tongue tastes.</p> <p>- My eyes see.</p> <p>- My ears hear.</p> <p>- My nose smells.</p> <p>- Don't touch it. It's hot.</p> <p>- Don't drink it.</p> <p>- Why?</p> <p>- Because it's cold.</p> <p>- Wash your hands.</p> <p>- Cut your nails.</p> <p>- Brush your teeth.</p>	<p>PROJECT 1</p> <p>* Playing "Simon says" in small groups</p> <p>PROJECT 2</p> <p>* Making a doll, a puppet or a robot and talking about it</p>	<p>* Taking care of body hygiene</p>

<p>accordingly.</p> <p>L4. Students will be able to listen and answer questions about body parts.</p> <p>L5. Students will be able to listen and answer questions about senses.</p> <p>L6. Students will be able to listen and identify the feelings (the same or opposite feelings) of someone.</p> <p><b>Speaking Skills</b></p> <p>S1. Students will be able to point and say the correct body parts.</p> <p>S2. Students will be able to give and take instructions.</p> <p>S3. Students will be able to talk about their own body parts.</p> <p>S4. Students will be able to talk about someone's body parts.</p> <p>S5. Students will be able to ask and answer questions about body parts.</p> <p>S6. Students will be able to talk about senses.</p> <p>S7. Students will be able to warn others.</p> <p>S8. Students will be able to</p>				
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	<p>ask and give reasons. S9. Students will be able to give and take advice. S10. Students will be able to join together in singing a nursery rhyme, a chant or a song about body parts or senses.</p>				
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THEME 8 FRUITS & VEGETABLES	COMMUNICATIVE OBJECTIVES & SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURE S	ASSESSMENT & EVALUATION INSTRUMENT (S)	VALUES
	<ol style="list-style-type: none"> <li>1. Naming fruits and vegetables</li> <li>2. Asking and answering questions about fruits and vegetables</li> <li>3. Describing fruits and vegetables by colour, size, shape and taste</li> <li>4. Expressing likes and dislikes about fruits and vegetables</li> <li>5. Asking and answering questions about likes and dislikes</li> <li>6. Giving advice about food hygiene</li> <li>7. Asking reasons</li> <li>8. Giving explanations</li> <li>9. Requesting something and responding to a request</li> <li>10. Singing a nursery rhyme, a chant or a song about fruits and vegetables</li> </ol> <p><b>Listening Skills</b> L1. Students will be able to listen and choose/ cut out/ stick/ point to the fruits and</p>	<p>Strawberry Cherry Watermelon Orange Apple Banana Mango Pear Plum Peach Grape Pineapple</p> <p>Tomato Potato Onion Cucumber Mushroom Aubergine Pepper Cauliflower Lettuce Celery Lemon</p> <p>Fresh Crunchy</p>	<p>- This is a banana. - That's an apple. - These are pears. - Those are plums. - What is this? - It's a strawberry. - What are these? - They are cherries. - Oranges are round. They are orange. They are sweet. - I like apples. Yummy, yummy! They are crunchy. - I don't like peaches. - Do you like spinach?</p>	<p>PROJECT 1</p> <p>* Making models of fruits and vegetables by using playdough and making conversations about them in small groups</p> <p>PROJECT 2</p> <p>* Making a basket full of fruits and vegetables which they like and dislike most and expressing their likes and dislikes</p> <p>PROJECT 3</p> <p>* Playing "Chinese Whispers"</p>	<p>* Sharing food with others</p>

	<p>vegetables.  L2. Students will be able to listen and put the fruits and vegetables into the correct category.  L3. Students will be able to listen and colour in the pictures of vegetables and fruits.  L4. Students will be able to listen and match the same fruits and vegetables.  L5. Students will be able to listen and understand someone's likes and dislikes about fruits and vegetables.  L6. Students will be able to listen and give explanations.  L7. Students will be able to listen and respond to a request.  L8. Students will be able to listen and take advice by miming or pretending the action.</p> <p><b>Speaking Skills</b>  S1. Students will be able to name fruits and vegetables.  S2. Students will be able to ask and answer questions about fruits and vegetables.  S3. Students will be able to describe fruits and vegetables</p>	<p>Sweet  Bitter  Sour  Delicious/ tasty</p>	<p>- Yes, I do.  - Wash the fruits and vegetables.  - Why?  - Yummy, yummy!  Because It's delicious.  - Do you like lemons?  - Yuck! No, I don't.  - Why?  - Because they are sour.  - Do you like eggplants?  - Yuck!  - Why?  - Because they are bitter.  - Would you like to give me some strawberries?  - Sure. Here you are.</p>		
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	<p>by colour, size, shape and taste. S4. Students will be able to express their likes and dislikes about fruits and vegetables. S5. Students will be able to ask and answer questions about someone's likes and dislikes. S6. Students will be able to give advice about food hygiene. S7. Students will be able to ask reasons. S8. Students will be able to give explanations. S9. Students will be able to request something and respond to a request. S10. Students will be able to join together in singing a nursery rhyme, a chant or a song about fruits and vegetables.</p>				
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THEME 9 MATH	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	ASSESSMENT&EVALUATION INSTRUMENT (S)	VALUES
	<p>1. Counting from one to twenty  2. Naming numbers  3. Asking and answering questions about the numbers from one to twenty  4. Talking about the quantities of things  5. Asking and answering questions about the quantities of things  6. Asking and answering questions about each other's age or someone's age  7. Doing simple addition and subtraction by using small objects such as marbles or blocks or by using pictures of fruits, toys and so on.  8. Singing a nursery rhyme, a chant or a song about numbers</p> <p><b>Listening Skills</b>  L1. Students will be able to listen and recognize the numbers.</p>	<p>One  Two  Three  Four  Five  Six  Seven  Eight  Nine  Ten  Eleven  Twelve  Thirteen  Fourteen  Fifteen  Sixteen  Seventeen  Eighteen  Nineteen  Twenty</p> <p>How  Old  Many  Bean  Count</p>	<p>- One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.  - This is number five.  - What number is this?  - It's number two.  - There are nine crayons.  - How many coloured pencils are there on your desk?  - Five.  - How old are you?  - Six.  - How old is Max?  - (He's) seven.  - How many beans are there in your bag?  Count.  - One, two, three, four, five, six, seven.  - Put two beans into</p>	<p>PROJECT 1  * Making number cards from one to nine and playing "Bingo"</p> <p>PROJECT 2  * Playing "Hopscotch" and sounding out the numbers they hopped on</p> <p>PROJECT 3  * Playing "Blind Man's Bluff" by counting from one to twenty</p>	<p>* Saving money for a rainy day</p>

	<p>L2. Students will be able to listen and answer questions about the quantities of things.</p> <p>L3. Students will be able to listen and choose/ cut out/ stick/ draw/ point to the correct number.</p> <p>L4. Students will be able to listen and colour in a picture about numbers.</p> <p>L5. Students will be able to listen and do the simple addition and subtraction.</p> <p>L6. Students will be able to listen and answer questions about someone's age.</p> <p>L7. Students will be able to listen and answer questions about the numbers from one to twenty.</p> <p><b>Speaking Skills</b></p> <p>S1. Students will be able to point and name the numbers.</p> <p>S2. Students will be able to count from one to twenty.</p> <p>S3. Students will be able to ask and answer questions about the numbers from one to twenty.</p> <p>S4. Students will be able to</p>		<p>bag. How many beans are there in your bag now?</p> <p>- One, two, three, four, five, six, seven, eight, nine.</p> <p>- You have got sixteen beans in your bag. Take five beans out of your bag. How many? Count your beans.</p> <p>- One, two, three, four, five, six, seven, eight, nine, ten, eleven.</p>		
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	<p>ask and answer questions about each other's age.</p> <p>S5. Students will be able to find the hidden numbers in a picture and say the numbers at random.</p> <p>S6. Students will be able to do simple addition and subtraction by using small objects such as marbles or blocks or by using pictures of fruits, toys and so on.</p>				
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THEME 10 NATURE	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	ASSESSMENT&EVALUATION INSTRUMENT (S)	VALUES
	<p>1. Naming the geographical figures such as river, sea, mountain, etc. in nature</p> <p>2. Describing the geographical features by colour, shape and size</p> <p>3. Asking and answering questions about the colours and sizes of geographical features</p> <p>4. Talking about seasons</p> <p>5. Asking and answering questions about seasons</p> <p>6. Talking about their clothes</p> <p>7. Grouping clothes according to seasons</p> <p>8. Talking about weather conditions</p> <p>9. Asking and answering questions about weather conditions</p> <p>10. Singing a nursery rhyme, a chant or a song about nature</p> <p><b>Listening Skills</b> L1. Students will be able to</p>	<p>Summer Autumn Winter Spring</p> <p>Tree Sky Sea River Lake Volcano Mountain Cloud Field</p> <p>T-shirt Shirt Skirt Dress Scarf Jumper Sweatshirt Cardigan Jacket Coat Hat</p>	<p>- What is this/ that? - It's a river. - The river is long. It's blue. - What colour is the sky? - (It's) blue. - Is it big? - Yes, it is. - What colour is the forest? - It's green. - What colour are the clouds? - They are white. - What colour are the trees? - They are green. - It's summer. - It's spring. - Is it winter? - Yes, it is. - Is it autumn? - No, it isn't. - What season is it now? - It is autumn. - Is it your coat?</p>	<p>PROJECT 1</p> <p>* Making a picture of landscape and talking about it</p> <p>PROJECT 2</p> <p>* Having a picnic and making conversations about nature</p>	<p>* Taking an interest in nature and appreciating the beauty of nature</p>

	<p>listen and recognize the geographical features.  L2. Students will be able to listen and answer questions about the geographical features.  L3. Students will be able to listen and choose/ cut out/ stick/ draw/ point to the correct clothes.  L4. Students will be able to listen and colour in a picture about the geographical features.  L5. Students will be able to listen and group the clothes according to seasons.  L6. Students will be able to listen and answer questions about weather conditions.  L7. Students will be able to listen and understand the weather conditions.  L8. Students will be able to listen and match the clothes with the weather conditions or seasons.</p> <p><b>Speaking Skills</b>  S1. Students will be able to name the geographical figures such as river, sea,</p>	<p>Jeans  Shorts  Shoes  Trousers  Socks  Gloves  Boots  Sandals  Slippers</p>	<p>- Yes, it's my coat.  - I wear T-shirts in summer.  - I wear hats, gloves, coats and scarves in winter.  - It's sunny.  - What's the weather like?  - It's rainy.</p>		
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	<p>mountain, etc. in nature.</p> <p>S2. Students will be able to describe the geographical features by colour, shape and size.</p> <p>S3. Students will be able to ask and answer questions about the colours and sizes of geographical features.</p> <p>S4. Students will be able to talk about seasons.</p> <p>S5. Students will be able to ask and answer questions about seasons.</p> <p>S6. Students will be able to talk about their clothes.</p> <p>S7. Students will be able to group clothes according to seasons.</p> <p>S8. Students will be able to talk about weather conditions.</p> <p>S9. Students will be able to ask and answer questions about weather conditions.</p> <p>S10. Students will be able to join together in singing a nursery rhyme, a chant or a song about nature.</p>				
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THEME 11 ANIMALS	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	ASSESSMENT & EVALUATION INSTRUMENT (S)	VALUES
	<ol style="list-style-type: none"> <li>1. Naming animals</li> <li>2. Talking about animals</li> <li>3. Describing animals</li> <li>4. Expressing the location of the animals</li> <li>5. Asking and answering questions about animals</li> <li>6. Talking about the quantities of animals</li> <li>7. Asking and answering questions about the quantities of animals</li> <li>8. Talking about the abilities and inabilities of animals</li> <li>9. Asking and answering questions about the abilities of the animals</li> <li>10. Singing a nursery rhyme, a chant or a song about animals</li> </ol> <p><b>Listening Skills</b></p> <p>L1. Students will be able to listen to a picture story and then name the animals illustrated in the story.</p> <p>L2. Students will be able to listen and choose/ cut out/ stick/ draw/ point to the correct animals.</p> <p>L3. Students will be able to listen</p>	<p>Frog Bug Ant Sheep Cow Horse Chicken Penguin Kangaroo Zebra Gorilla Monkey Rabbit Hippo</p> <p>Walk Fly Swim Run Hop Jump</p>	<ul style="list-style-type: none"> <li>- This/ that is a zebra.</li> <li>- What is this?</li> <li>- It's a chicken.</li> <li>- What's that?</li> <li>- It's a horse.</li> <li>- A sheep has got four feet.</li> <li>- A horse has got a long tail.</li> <li>- Elephants are big. They have got big ears.</li> <li>- There are kangaroos in the zoo.</li> <li>- Are there any cows on the farm?</li> <li>- Yes, there are.</li> <li>- There are six sheep on the farm.</li> <li>- How many sheep are there on the farm?</li> <li>- Pigeons can fly.</li> <li>- Penguins cannot fly.</li> <li>- Kangaroos can jump.</li> <li>- Rabbits can hop.</li> <li>- Frogs can jump, too.</li> <li>- Can grasshoppers jump</li> </ul>	<p>PROJECT 1</p> <p>* Making a model of a farm by using toy animals and then making conversations about the animals and animals' whereabouts</p> <p>PROJECT 2</p> <p>* Visiting a zoo and talking about the animals in the zoo</p>	<p>* Taking care of animals' habitats</p>

	<p>and find animals' whereabouts.</p> <p>L4. Students will be able to listen and answer questions about animals.</p> <p>L5. Students will be able to listen and match the quantities of animals with the numbers.</p> <p>L6. Students will be able to listen and identify the correct animals according to their abilities or inabilities.</p> <p>L7. Students will be able to listen and put the animals into the correct groups according to their abilities or inabilities.</p> <p><b>Speaking Skills</b></p> <p>S1. Students will be able to point to/ trace/ stick/ draw/ colour in a picture of animals and say the names of them.</p> <p>S2. Students will be able to talk about animals.</p> <p>S3. Students will be able to talk about animals' whereabouts.</p> <p>S4. Students will be able to describe animals by size and colour, etc.</p> <p>S5. Students will be able to ask and answer questions about animals.</p> <p>S6. Students will be able to talk about the quantities of animals.</p>		<p>forward?</p> <ul style="list-style-type: none"> <li>- Yes, they can.</li> <li>- Can grasshoppers jump backward?</li> <li>- No, they cannot.</li> </ul>		
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	<p>S7. Students will be able to talk about the abilities and inabilities of animals.</p> <p>S8. Students will be able to join in singing a nursery rhyme, a chant or a song about animals.</p>				
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<b>THEME 12 HOBBIES</b>	<b>COMMUNICATIVE OBJECTIVES &amp; SKILLS</b>	<b>SUGGESTED TARGET VOCABULARY</b>	<b>SUGGESTED STRUCTURES</b>	<b>ASSESSMENT &amp; EVALUATION INSTRUMENT (S)</b>	<b>VALUES</b>
	<p>1. Talking about hobbies</p> <p>2. Asking and answering questions about hobbies</p> <p>3. Expressing their likes and dislikes</p> <p>4. Talking about what they are doing at the moment</p> <p>5. Asking and answering questions about the actions they are doing at the moment</p> <p>6. Talking about what someone is doing at the moment</p> <p>7. Asking and answering questions about what someone is doing at the moment</p> <p>8. Singing a nursery rhyme, a chant or a song about hobbies</p>	<p>Read</p> <p>Play</p> <p>Ride</p> <p>Sing</p> <p>Dance</p> <p>Love</p> <p>Like</p> <p>Climb</p> <p>Skip</p> <p>Do</p> <p>Paint</p> <p>Draw</p> <p>Piano</p> <p>Guitar</p> <p>Basketball</p> <p>Football</p>	<p>- I like reading a book.</p> <p>- I like drawing a picture.</p> <p>- Do you like skipping a rope?</p> <p>- Yes, I do.</p> <p>- I love playing basketball.</p> <p>- I don't like doing puzzles.</p> <p>- I am playing the piano now.</p> <p>- Are you singing a song?</p> <p>- Yes, I am. What about you?</p> <p>- I am playing tennis.</p> <p>- Look! Jane is climbing up a tree.</p> <p>- Is Bob riding a bike?</p>	<p>PROJECT</p> <p>* Playing "Charades (Silence Film)"</p>	<p>*Appreciating art and sports</p>

	<p><b>Listening Skills</b></p> <p>L1. Students will be able to listen to a picture story and then name the hobbies.</p> <p>L2. Students will be able to listen and choose/ cut out/ stick/ draw/ point to the correct hobbies.</p> <p>L3. Students will be able to listen and match the people with the actions they are doing at the moment.</p> <p>L4. Students will be able to listen and answer questions about what the people in the picture are doing.</p> <p>L5. Students will be able to listen and then do the jigsaw puzzle.</p> <p><b>Speaking Skills</b></p> <p>S1. Students will be able to point to/ trace/ stick/ draw/ colour in a picture about hobbies.</p> <p>S2. Students will be able to point and talk about their own hobbies.</p> <p>S3. Students will be able to talk about someone's hobbies.</p> <p>S4. Students will be able to play a mime game about the actions they are doing at the moment.</p> <p>S5. Students will be able to ask and answer questions about the actions they are doing at the moment.</p> <p>S6. Students will be able to talk</p>	<p>Tennis Puzzle Chess Picture</p>	<p>- No, he isn't. He's painting a picture.</p>		
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	<p>about the actions someone is doing at the moment.</p> <p>S7. Students will be able to ask and answer questions about what someone is doing at the moment.</p> <p>S8. Students will be able to join in singing a nursery rhyme, a chant or a song about hobbies.</p>				
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	<b>COMMUNICATIVE OBJECTIVES</b>	<b>SUGGESTED STRUCTURES</b>	<b>PROJECTS</b>
<b>THEME 1 HELLO!</b>	<ol style="list-style-type: none"> <li>1. Greeting and meeting someone</li> <li>2. Introducing himself/ herself</li> <li>3. Asking someone's name</li> <li>4. Expressing good feelings</li> <li>5. Naming the letters in the English alphabet</li> <li>6. Recognize the familiar sounds</li> <li>7. Differentiate some sounds from other sounds</li> <li>8. Singing a nursery rhyme, a chant or a song about the English alphabet</li> </ol>	<ol style="list-style-type: none"> <li>1. - Hello!</li> <li>- Hi!</li> <li>- Good morning!</li> <li>- Good afternoon!</li> <li>- Good evening!</li> <li>2. - My name's Jill. And you?</li> <li>- John. Nice to meet you.</li> <li>- Me, too.</li> <li>3. - I am Sam. You?</li> <li>- What is your name?</li> <li>- Are you George?</li> <li>4. - Tina. Glad to meet you.</li> <li>- Lovely to meet you, too.</li> <li>5. A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, V, U, W, X, Y, Z</li> <li>6. - (This is) a train.</li> <li>7. - (This is) a CD. It is not a DVD.</li> </ol>	<b>PROJECT</b> * Making models of some letters from the English alphabet by using playdough on a cardboard
<b>THEME 2 MY CLASSROOM</b>	<ol style="list-style-type: none"> <li>1. Introducing someone to someone</li> <li>2. Taking and following instructions</li> <li>3. Responding to instructions</li> <li>4. Asking permission</li> <li>5. Thanking</li> <li>6. Expressing gratitude</li> <li>7. Talking about their own classroom objects</li> <li>8. Talking about his/ her classroom</li> <li>9. Asking and answering questions about each other's classroom objects</li> <li>10. Responding to questions</li> </ol>	<ol style="list-style-type: none"> <li>1. - This is Harry.</li> <li>2. - Open/ Close your books.</li> <li>- Sit down.</li> <li>- Stand up.</li> <li>- Okay, Ma'am/ Sir.</li> <li>- Take out your crayons, please.</li> <li>- Put away your textbooks and notebooks.</li> <li>- Form a line.</li> <li>- Raise your hands.</li> <li>- Speak up, please.</li> </ol>	<b>PROJECT</b> * Making a poster which illustrates their classroom by using pictures from old newspapers or magazines and then making conversations with their friends about their classroom objects in their posters

	<p>11. Singing a nursery rhyme, a chant or a song about classroom or school</p>	<ul style="list-style-type: none"> <li>- Turn around.</li> <li>- Please, knock on the door.</li> <li>3. - Sure, Ma'am/ Sir.</li> <li>4. - May I come in?</li> <li>- May I go out?</li> <li>- May I go to the toilet?</li> <li>5. - Thank you.</li> <li>- Thanks.</li> <li>6. - You're welcome.</li> <li>7. - (I've got) a notebook.</li> <li>- (I've got) two pencils.</li> <li>8. - (There is) a whiteboard in the classroom.</li> <li>9. - Is this your pencil?</li> <li>- Yes, it is.</li> <li>- Are they your crayons?</li> <li>- No, they aren't.</li> <li>- One, two, three, four. (There are) four windows in the classroom.</li> <li>10. - Harry?</li> <li>- I am here!</li> <li>- Is Jane in the classroom?</li> <li>- No, she isn't. She is absent.</li> </ul>	
<p><b>THEME 3 FAMILY</b></p>	<ul style="list-style-type: none"> <li>1. Introducing their own family members</li> <li>2. Talking about their family members</li> <li>3. Asking and answering questions about their family members and their quantity</li> <li>4. Asking questions about each other's family members</li> <li>5. Naming jobs</li> <li>6. Talking about family members' jobs</li> </ul>	<ul style="list-style-type: none"> <li>1. - This is my Mom.</li> <li>2. - I have got a sister.</li> <li>- I have got two brothers.</li> <li>3. - Have you got any sisters?</li> <li>- Yes, I have.</li> <li>- How many sisters have you got?</li> <li>- Three.</li> <li>4. - Have you got any brothers?</li> </ul>	<p><b>PROJECT 1</b> * Making up an imaginary cartoon character family and making their family tree and then introducing the family members to their friends and talking about the family members</p>

	<p>7. Expressing their feelings about their family members</p> <p>8. Singing a nursery rhyme, a chant or a song about family or jobs</p>	<p>- No, I haven't.</p> <p>- Who is this/ that?</p> <p>- He's my brother.</p> <p>- What's his name?</p> <p>- Tom.</p> <p>5. - My Mom is a doctor.</p> <p>6. - My Dad is a firefighter.</p> <p>7. - I love my Mom.</p> <p>- This is my little sister. She's very cute/ lovely.</p>	<p><b>PROJECT 2</b></p> <p>* Making a finger puppet family and singing a song about it</p>
<b>THEME 4 COLOURS</b>	<p>1. Naming colours</p> <p>2. Asking and answering questions about colours</p> <p>3. Talking about the colours of things around them</p> <p>4. Describing objects by their colours</p> <p>5. Expressing their likes and dislikes about colours</p> <p>6. Asking and answering questions about likes and dislikes</p> <p>7. Singing a nursery rhyme, a chant or a song about colours</p>	<p>1. -It's green.</p> <p>2. - Is this red?</p> <p>- No, it isn't. It's pink.</p> <p>3. -My pencil case is yellow.</p> <p>- His rubber is black.</p> <p>- Her pencils are purple.</p> <p>4. -The noticeboard is brown.</p> <p>- The door is green.</p> <p>5. -I like pink.</p> <p>- I don't like red.</p> <p>6. -Do you like blue?</p> <p>- Yes, I do.</p> <p>- Do you like grey?</p> <p>- No, I don't.</p>	<p><b>PROJECT</b></p> <p>* Making cards by using potato prints and making conversations about the colours on their cards</p>
<b>THEME 5 HOME</b>	<p>1. Talking about their homes</p> <p>2. Talking about the parts of a house or a flat</p> <p>3. Asking and answering questions about the parts of a house or a flat</p> <p>4. Talking about his/ her own or his/ her imaginary room</p>	<p>1. - This is our house.</p> <p>- This is our flat.</p> <p>2. - There is a living room in our flat.</p> <p>- There is a living room, a kitchen and a bathroom in our house.</p>	<p><b>PROJECT 1</b></p> <p>* Making a model house by using old materials and old toys and then making conversations in small groups about the parts of the house and the things in</p>

	<p>5. Asking someone questions about his/ her room and someone's room</p> <p>6. Describing a room by colour, size and shape</p> <p>7. Talking about the things in a room</p> <p>8. Asking and answering questions about the things in a room</p> <p>9. Asking and answering questions about the quantities of things in rooms</p> <p>10. Singing a nursery rhyme, a chant or a song about parts of a house or a flat</p>	<p>- There are two bathrooms upstairs.</p> <p>3. - Are there two bedrooms in your house?</p> <p>- Yes, there are.</p> <p>- Is your living room big?</p> <p>- Yes, it is.</p> <p>4. - I've got pink curtains in my room.</p> <p>- I've got four cushions on my bed.</p> <p>5. - Have you got a room?</p> <p>- No, I haven't.</p> <p>- Has Jack got a room?</p> <p>- Yes, he has.</p> <p>6. I have got a small room. It's rectangular. It's white.</p> <p>7. I've got a bed in my room.</p> <p>8. - What colour are your curtains?</p> <p>- They are purple.</p> <p>- What have you got in your room?</p> <p>- I've got a bed, a bedside table, a rug, a dresser, a desk and a chair.</p> <p>9. - How many rugs have you got in your room?</p> <p>- Two.</p> <p>- How many cushions have you got on your bed?</p> <p>- Three.</p>	<p>the house</p> <p><b>PROJECT 2</b></p> <p>* Making a poster of their imaginary house or flat and talking about it</p>
<p><b>THEME 6</b></p> <p><b>TOYS</b></p>	<p>1. Naming toys</p> <p>2. Talking about their own toys</p>	<p>1. - This is a doll.</p> <p>- That is a ball.</p>	<p><b>PROJECT 1</b></p> <p>* Playing with their toys and</p>

	<ol style="list-style-type: none"> <li>3. Talking about the quantities of toys</li> <li>4. Describing their toys by shape, size and colour</li> <li>5. Asking and answering questions about their toys</li> <li>6. Asking questions about the quantities of toys</li> <li>7. Talking about toys' whereabouts</li> <li>8. Asking and answering questions about toys' whereabouts</li> <li>9. Singing a nursery rhyme, a chant or a song about toys</li> </ol>	<ol style="list-style-type: none"> <li>2. - I have got a teddy bear.</li> <li>3. -There are five marbles. - There is a toy ambulance.</li> <li>4. - My doll is big. It has got a pink dress. - My toy train is long and red. It has got a big locomotive and five cars. - My ball is round. It's blue.</li> <li>5. - What colour is your teddy bear? - It's brown. - Is it big? - No, it isn't. It's small. It has got two big eyes and a small nose.</li> <li>6. – How many toy cars have you got? - Six.</li> <li>7. - My toys are in my room. - The ball is on the table.</li> <li>8. -Where is the kite? - Look! It's in the sky.</li> </ol>	<p>making conversations about their toys in small groups</p> <p><b>PROJECT 2</b> * Making up a story by playing with their toys in small groups</p>
<p><b>THEME 7</b> <b>SENSES</b></p>	<ol style="list-style-type: none"> <li>1. Naming body parts</li> <li>2. Giving and taking instructions</li> <li>3. Talking about their own body parts</li> <li>4. Talking about someone's body parts</li> <li>5. Asking and answering questions about body parts</li> <li>6. Talking about senses</li> <li>7. Warning others</li> <li>8. Asking reasons</li> <li>9. Giving and taking advice about body hygiene</li> </ol>	<ol style="list-style-type: none"> <li>1. – This is a mouth. - These are fingers.</li> <li>2. - Touch your head. - Stretch your arms.</li> <li>3. This is my nose. - These are my eyes.</li> <li>4. – Those are your hands.</li> <li>5. – Is this a nose? - Yes, it is. - Are these arms?</li> </ol>	<p><b>PROJECT 1</b> * Playing “Simon says” in small groups</p> <p><b>PROJECT 2</b> * Making a doll, a puppet or a robot and talking about it</p>

	<p>10. Singing a nursery rhyme, a chant or a song about body parts or senses</p>	<ul style="list-style-type: none"> <li>- Yes, they are.</li> <li>6. - My tongue tastes.</li> <li>- My eyes see.</li> <li>- My ears hear.</li> <li>- My nose smells.</li> <li>7. - Don't touch it. It's hot.</li> <li>8. - Don't drink it.</li> <li>- Why?</li> <li>- Because it's cold.</li> <li>9. - Wash your hands.</li> <li>- Cut your nails.</li> <li>- Brush your teeth.</li> </ul>	
<p><b>THEME 8</b> <b>FRUITS&amp;VEGETABLES</b></p>	<ol style="list-style-type: none"> <li>1. Naming fruits and vegetables</li> <li>2. Asking and answering questions about fruits and vegetables.</li> <li>3. Describing fruits and vegetables by colour, size, shape and taste</li> <li>4. Expressing likes and dislikes about fruits and vegetables</li> <li>5. Asking and answering questions about likes and dislikes</li> <li>6. Giving advice about food hygiene</li> <li>7. Asking reasons</li> <li>8. Giving explanations</li> <li>9. Requesting something and responding to a request</li> <li>10. Singing a nursery rhyme, a chant or a song about fruits and vegetables</li> </ol>	<ol style="list-style-type: none"> <li>1. - This is a banana.</li> <li>- That's an apple.</li> <li>- These are pears.</li> <li>- Those are plums.</li> <li>2. - What is this?</li> <li>- It's a strawberry.</li> <li>- What are these?</li> <li>- They are cherries.</li> <li>3. - Oranges are round. They are orange. They are sweet.</li> <li>4. - I like apples. Yummy, yummy! They are crunchy.</li> <li>- I don't like peaches.</li> <li>5. - Do you like spinach?</li> <li>- Yes, I do.</li> <li>6. - Wash the fruits and vegetables.</li> <li>7. - Why?</li> <li>8. - Yummy, yummy! Because It's delicious.</li> </ol>	<p><b>PROJECT 1</b> * Making models of fruits and vegetables by using playdough and talking about them</p> <p><b>PROJECT 2</b> * Making a basket full of fruits and vegetables which they like and dislike most and expressing their likes and dislikes</p> <p><b>PROJECT 3</b> Playing "Chinese Whispers"</p>

		<ul style="list-style-type: none"> <li>- Do you like lemons?</li> <li>- Yuck! No, I don't.</li> <li>- Why?</li> <li>- Because they are sour.</li> <li>- Do you like eggplants?</li> <li>- Yuck!</li> <li>- Why?</li> <li>- Because they are bitter.</li> <li>9. - Would you like to give me some strawberries?</li> <li>10. - Sure. Here you are.</li> </ul>	
<b>THEME 9 MATH</b>	<ol style="list-style-type: none"> <li>1. Counting from one to twenty</li> <li>2. Naming numbers</li> <li>3. Asking and answering questions about the numbers from one to twenty</li> <li>4. Talking about the quantities of things</li> <li>5. Asking and answering questions about the quantities of things</li> <li>6. Asking and answering questions about each other's age or someone's age</li> <li>7. Doing simple addition and subtraction by using small objects such as marbles or blocks or by using pictures of fruits, toys and so on.</li> <li>8. Singing a nursery rhyme, a chant or a song about numbers</li> </ol>	<ol style="list-style-type: none"> <li>1. - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.</li> <li>2. - This is number five.</li> <li>3. - What number is this? - It's number two.</li> <li>4. - There are nine crayons.</li> <li>5. - How many coloured pencils are there on your desk? - Five.</li> <li>6. - How old are you? - Six. - How old is Max? - (He's) seven.</li> <li>7. - How many beans are there in your bag? Count. - One, two, three, four, five, six, seven.</li> </ol>	<p><b>PROJECT 1</b> * Making number cards from one to nine and playing "Bingo"</p> <p><b>PROJECT 2</b> * Playing "Hopscotch" and sounding out the numbers they hopped on</p> <p><b>PROJECT 3</b> * Playing "Blind Man's Bluff" by counting from one to twenty</p>

		<ul style="list-style-type: none"> <li>- Put two beans into bag. How many beans are there in your bag now?</li> <li>- One, two, three, four, five, six, seven, eight, nine.</li> <li>- You have got sixteen beans in your bag. Take five beans out of your bag. How many? Count your beans.</li> <li>- One, two, three, four, five, six, seven, eight, nine, ten, eleven.</li> </ul>	
<b>THEME 10 NATURE</b>	<ol style="list-style-type: none"> <li>1. Naming the geographical figures such as river, sea, mountain, etc. in nature</li> <li>2. Describing the geographical features by colour, shape and size</li> <li>3. Asking and answering questions about the colours and sizes of geographical features</li> <li>4. Talking about seasons</li> <li>5. Asking and answering questions about seasons</li> <li>6. Talking about their clothes</li> <li>7. Grouping clothes according to seasons</li> <li>8. Talking about weather conditions</li> <li>9. Asking and answering questions about weather conditions</li> <li>10. Singing a nursery rhyme, a chant or a song about nature</li> </ol>	<ol style="list-style-type: none"> <li>1. - What is this/ that?</li> <li>- It's a river.</li> <li>2. - The river is long. It's blue.</li> <li>3. - What colour is the sky?</li> <li>- (It's) blue.</li> <li>- Is it big?</li> <li>- Yes, it is.</li> <li>- What colour is the forest?</li> <li>- It's green.</li> <li>- What colour are the clouds?</li> <li>- They are white.</li> <li>- What colour are the trees?</li> <li>- They are green.</li> <li>4. - It's summer.</li> <li>- It's spring.</li> <li>5. - Is it winter?</li> <li>- Yes, it is.</li> <li>- Is it autumn?</li> <li>- No, it isn't.</li> <li>- What season is it now?</li> <li>- It is autumn.</li> </ol>	

		<p>6. - Is it your coat? - Yes, it's my coat.</p> <p>7. - I wear T-shirts in summer. - I wear hats, gloves, coats and scarves in winter.</p> <p>8. - It's sunny.</p> <p>9. - What's the weather like? - It's rainy.</p>	
<b>THEME 11 ANIMALS</b>	<p>1. Naming animals</p> <p>2. Talking about animals</p> <p>3. Describing animals</p> <p>4. Expressing the location of the animals</p> <p>5. Asking and answering questions about animals</p> <p>6. Talking about the quantities of animals</p> <p>7. Asking and answering questions about the quantities of animals</p> <p>8. Talking about the abilities and inabilities of animals</p> <p>9. Asking and answering questions about the abilities of the animals</p> <p>10. Singing a nursery rhyme, a chant or a song about animals</p>	<p>1. - This/ that is a zebra. - What is this? - It's a chicken. - What's that? - It's a horse.</p> <p>2. - A sheep has got four feet. - A horse has got a long tail.</p> <p>3. - Elephants are big. They have got big ears.</p> <p>4. - There are kangaroos in the zoo.</p> <p>5. - Are there any cows on the farm? - Yes, there are.</p> <p>6. - There are six sheep on the farm.</p> <p>7. - How many sheep are there on the farm?</p> <p>8. - Pigeons can fly. - Penguins cannot fly. - Kangaroos can jump. - Rabbits can hop. - Frogs can jump, too.</p>	<p><b>PROJECT 1</b> * Making a model of a farm by using toy animals and then making conversations about the animals and animals' whereabouts</p> <p><b>PROJECT 2</b> * Visiting a zoo and talking about the animals in the zoo</p>

		<p>9. - Can grasshoppers jump forward?  - Yes, they can.  - Can grasshoppers jump backward?  - No, they cannot.</p>	
<p><b>THEME 12</b>  <b>HOBBIES</b></p>	<p>1. Talking about hobbies  2. Asking and answering questions about hobbies  3. Expressing their likes and dislikes  4. Talking about what they are doing at the moment  5. Asking and answering questions about the actions they are doing at the moment  6. Talking about what someone is doing at the moment.  7. Asking and answering questions about what someone is doing at the moment  8. Singing a nursery rhyme, a chant or a song about hobbies</p>	<p>1. - I like reading a book.  - I like drawing a picture.  2. - Do you like skipping a rope?  - Yes, I do.  3. - I love playing basketball.  - I don't like doing puzzles.  4. - I am playing the piano now.  5. - Are you singing a song?  - Yes, I am. What about you?  - I am playing tennis.  6. - Look! Jane is climbing up a tree.  7. - Is Bob riding a bike?  - No, he isn't. He's painting a picture.</p>	<p><b>PROJECT</b>  * Playing "Charades (Silence Film)"</p>

**3. PROGRESS REPORT CARD FOR THE FIRST GRADERS**

**PROGRESS REPORT CARD FOR THE FIRST GRADERS**

**Communicative objective: .....**

	<b>Name</b>	<b>Activity</b>	<b>S/he joined the activity.</b>	<b>S/ he did well.</b>	<b>S/ he didn't love the activity.</b>
<b>1.</b>					
<b>2.</b>					
<b>3.</b>					
<b>4.</b>					
<b>5.</b>					
<b>6.</b>					
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<b>23.</b>					
<b>24.</b>					
<b>25.</b>					

4. OBSERVATION FORM

## OBSERVATION FORM

Unit: .....

Name of the game/ activity/ project: .....

Communicative objective of the game/ activity/ project: .....

	Student's name	Comments
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