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**Özel Öğretim Kurumları Genel Müdürlüğü**

**ÖZEL İLKOKULLAR İNGİLİZCE  
DERSİ (2, 3 ve 4. SINIFLAR)  
ÖĞRETİM PROGRAMI**

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## 1. CHARACTERISTICS OF THE CURRICULUM

This curriculum has been prepared for the private schools in Turkey in accordance with the general goals of the Turkish National Education as defined in the Basic Law of the National Education No. 1739, along with the Main Principles of Turkish National Education. It has been designed for the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades of private primary schools in Turkey to meet the needs of private schools and respond to their demands to extend their language teaching vision. The curriculum has been arranged based on weekly class schedules that require at least eight class hours. The table below depicts the weekly class schedules according to the grades and levels.

GRADES	LEVELS	WEEKLY CLASS HOURS (Compulsory class hours + educational activity class hours)
2	A1.1	2 + ( 6 - 10 )
3	A1.2	2 + ( 6 - 10 )
4	A1.2	2 + ( 6 - 10 )

The principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) (Council of Europe, 2001) were closely taken into consideration in the design of this curriculum. The CEFR suggests that language learning should be a lifelong process and be helpful enough for language learners to develop a positive attitude towards learning a new language as well as to build self-confidence during this learning process (Mirici, 2016).

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 (Mirici, 2016). 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 process. In our curriculum, young learners are encouraged to use "adp.meb.gov.tr" to make use of the European Language Portfolio (ELP). Language teachers should encourage their students to keep record of their own linguistic and intercultural achievements both inside and outside of the classroom settings via the European Language Portfolio (Mirici, 2015, 2016). Language teachers shouldn't judge their students by the way they keep their ELP. They should be aware of the fact that the ELP has three parts and in the Dossier part, language teachers may find evidence of documents to evaluate their students' progress as part of their formal assessment. Biography and the Language passport sections should be left to the portfolio owner since it is supposed to promote autonomous learning (Mirici, 2015; Little 2016).

The characteristics of this curriculum can be stated as in the following:

1. The educational objectives of this curriculum are based on the principles of the CEFR such as learner autonomy, self-assessment and cultural diversity.
2. This curriculum also aims to promote creativity through self-directed learning activities.
3. This curriculum provides young learners with a learning area fostering young learners' healthy development.
4. This curriculum covers some topic-based themes attracting interest of young learners to environmental issues, literature, social studies, science and math.
5. This curriculum helps young learners to develop their communicative language skills, critical thinking and problem solving skills.
6. This curriculum is rich in terms of edutainment activities in which young learners can experience newly acquired language components in the target language with the support of various enjoyable activities.
7. This curriculum provides young learners with both indoor and outdoor activities that have been organized and implemented, considering their interests, physical and emotional development.
8. This curriculum takes account of young learners' cognitive and communicative skills in their native language development.
9. This curriculum promotes effective learning for young learners and effective teaching for language teachers. It also fosters further learning styles and teaching techniques.
10. This curriculum helps young learners to gain the capacity of applying general structures to particular situations.
11. This curriculum encourages young learners to realize what they have achieved in their language development so that they can undertake responsibility of their learning process.
12. This curriculum helps young learners to find out their own motives to learn another language and it also promotes young learners' cognitive and communicative development in the language learning process.
13. This curriculum provides a stress / anxiety- free and learner-friendly educational environment for young learners.

## **2. GENERAL GOALS OF THE CURRICULUM**

General goals were set in the design of this curriculum. These goals are rational and functional. They have been designed in accordance with the Main Principles of the Turkish National Education.

In accordance with this curriculum, young learners can ...

1. develop a positive attitude towards language learning by having a good time in class sessions.
2. recognize the similarities and differences between English and Turkish.
3. familiarise with everyday language in English.
4. use simple daily expressions and instructions in English.
5. build their self-esteem and confidence in the new educational environment that is set through activities.
6. use English to communicate with their peers in provided settings through activities.
7. develop social, physical, intellectual, creative and emotional skills while they are doing activities in the class sessions.
8. enhance their vocabulary knowledge in English.
9. enhance their listening, reading, writing and speaking skills in English language by developing some learning strategies.
10. enjoy learning English by playing various games and doing activities.
11. use their imagination and thinking skills effectively while they are doing activities such as drawing, colouring, playing games, singing, dancing, listening to stories, telling stories and role-playing.
12. express themselves by using simple words or structures in the target language.
13. work cooperatively in activities such as playing games or role-playing.
14. observe, discover and identify the places where they live and the objects in the natural world around them while they're learning the target language.
15. use their innate love of stories, fables, music, chants, songs, nursery rhymes and dramatization. Additionally, they can enjoy learning English while they're listening to music, singing chants, songs, saying rhymes and role-playing through activities.
16. explore and experiment with the new sounds and develop their pronunciation and intonation in English.
17. acquire the language in an anxiety- free environment.
18. build good habits according to values education in the curriculum. As prescribed in Basic Law of the National Education No. 1739 as well as in the modern literature concerned (UNESCO, 1995), values refer to the personal and societal beliefs and attitudes that are framed by specific universal dispositions such as (but not limited to) Awareness of Environment, Awareness of Historical Heritage, Being Diligent, Cooperation, Family and Friendship, Generosity, Helpfulness, Mercifulness, Modesty, Self- confidence, Self - esteem, Sense of Justice and Being Just, Self – regulation, Patience, Respect, Responsibility, Patriotism and Sense of Freedom. The curriculum prioritizes the values as learning objectives. The values, such as “Respect”, “Environmentalism”, “Efficiency”, “Empathy”, “Fairness”, “Discipline”, “Generosity”, “Helpfulness”, “Frankness”, “Hygiene”, “Kindness”, “Calmness”, “Appreciation”, “Cooperation”, “Friendship”, “Responsibility” have been embedded into the themes systematically in this curriculum.

### 3. CONCEPT TABLE FOR THE SECOND GRADE

<b>CONCEPT 1</b> Identity	<b>CONCEPT 2</b> Society	<b>CONCEPT 3</b> Change	<b>CONCEPT 4</b> Responsibility
<b>THEME 1</b> All about me	<b>THEME 2</b> All about society	<b>THEME 3</b> All about change	<b>THEME 4</b> All about our responsibilities
<b>TOPIC</b> Me	<b>TOPIC</b> School life	<b>TOPIC</b> Seasons and the weather	<b>TOPIC</b> My body and hygiene
<b>TOPIC</b> My belongings	<b>TOPIC</b> Family life	<b>TOPIC</b> Nature and water cycle	<b>TOPIC</b> Daily life and chores
	<b>TOPIC</b> Playground		
	<b>TOPIC</b> Stories		

#### 4. FRAMEWORK OF THE COMMUNICATIVE OBJECTIVES FOR THE SECOND GRADE

Concept: Identity					
All about me					
TOPIC 1					
ME					
VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects and Games
		Communicative Objectives	Skills		
<p>* Listening to others sensitively and showing respect for their opinions</p> <p>* Expressing their own ideas logically and clearly</p>	<p>1. Who are you?</p> <p>2. Why are you unique?</p> <p>3. What makes you different?</p> <p>4. What makes you special?</p> <p>5. Can you describe yourself by using two or three words?</p>	<p>1. Learners can use basic informal expressions for greetings and farewells/ goodbyes.</p> <p>2. Learners can make the introduction formally and informally.</p> <p>3. Learners can ask people how they are and respond to it using basic phrases.</p> <p>4. Learners can initiate, maintain and end their conversations using basic phrases.</p> <p>5. Learners can enquire about personal details such as name, age, favourite number, favourite colour, etc. in simple short conversations.</p> <p>6. Learners can ask for the spelling of a word or spell it by recognizing the English alphabet.</p> <p>7. Learners can identify the familiar words in both English and Turkish.</p> <p>8. Learners can differentiate some sounds from other</p>	<p><b>Listening</b></p> <p>2. 1. L 1. Learners can listen to a simple text and identify simple basic expressions.</p> <p>2. 1. L 2. Learners can listen to recorded texts to find specific information.</p> <p>2. 1. L 3. Learners can listen and recognise the letters of the alphabet by their sounds.</p> <p>2. 1. L 4. Learners can listen to a picture story and spot necessary information.</p> <p>2. 1. L 5. Learners can listen to and follow the speech that is very slowly and carefully articulated with long pauses for him/her to assimilate meaning.</p> <p>2. 1. L 6. Learners can listen to the English alphabet and find the missing letters.</p> <p>2. 1. L 7. Learners can understand words and phrases articulated clearly and use them in written form.</p> <p>2. 1. L 8. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>2. 1. R 1. Learners can read simple short conversations for comprehension.</p> <p>2. 1. R 2. Learners can read very short texts and infer specific information about relevant texts.</p> <p>2. 1. R 3. Learners can recognize the letters of the alphabet in upper and lower case.</p> <p>2. 1. R 4. Learners can read and fill in simple forms asking for personal details.</p> <p>2. 1. R 5. Learners can read very short texts, recognize and identify familiar words and phrases.</p>	<p>1. - Hi! - Hello! - Goodbye! - Bye! - See you later. - See you. - Take care. - You, too.</p> <p>2. - I am Kate. - My name's Ian. - Nice to meet you. - Nice to meet you, too. - This is Mark. Mark, this is Jane. - Glad to meet you, Jane. - Me, too. - This is my English teacher Mr. Carter. Sir, this is my new Maths teacher, Mrs. Mitchell. - How do you do? - How do you do?</p> <p>3. - How are you? - Fine. Thank you. What/ How about you? / You? - Thanks.</p> <p>4. - Hi! Are you new at school? - Yeah. - What's your name? - I am Sue. What's yours? - I am Bob. - Lovely/ pleasure to meet you. - You, too. - See you later. - See you. Take care.</p> <p>5. - What is your lucky number?</p>	<p><b>PROJECT 1</b> Arranging Skype meetings between schools</p> <p><b>PROJECT 2</b> Conducting school surveys</p> <p><b>PROJECT 3</b> Making up two imaginary cartoon characters and then acting out dialogues between these two imaginary characters</p> <p><b>PROJECT 4</b> Acting out dialogues between dolls, puppets or robots making the introduction</p> <p><b>PROJECT 5</b> Preparing an alphabet booklet</p> <p><b>GAME 1</b> Playing "Unscramble the letters" in small groups or in pairs</p> <p><b>GAME 2</b> Playing "Bingo" in small groups or in pairs</p>

		<p>sounds.</p> <p>9. Learners can ask for something to be written down.</p> <p>10. Learners can recognize colours.</p> <p>11. Learners can count up to a hundred.</p>	<p><b>Spoken Production</b></p> <p>2. 1. SP 1. Learners can produce the correct sounds.</p> <p>2. 1. SP 2. Learners can talk about factual information in simple terms.</p> <p>2. 1. SP 3. Learners can show and say colours.</p> <p>2. 1. SP 4. Learners can count from one to a hundred.</p> <p>2. 1. SP 5. Learners can show and say the English alphabet.</p> <p>2. 1. SP 6. Learners can produce simple isolated phrases.</p> <p><b>Spoken Interaction</b></p> <p>2. 1. SI 1. Learners can initiate, maintain and end face-to-face conversations on familiar topics.</p> <p>2. 1. SI 2. Learners can ask for and provide specific information on related topics.</p> <p>2. 1. SI 3. Learners can make conversations asking and answering questions about personal details such as name, age, etc.</p> <p>2. 1. SI 4. Learners can spell a word or ask for the spelling of a word by using a basic phrase.</p> <p>2. 1. SI 5. Learners can perform and respond to basic language functions such as greetings and farewells, etc.</p> <p><b>Writing</b></p> <p>2. 1. W 1. Learners can write the letters of the alphabet in upper case.</p> <p>2. 1. W 2. Learners can write the letters of the alphabet in lower case.</p> <p>2. 1. W 3. Learners can copy out single words and short texts presented in standard printed format.</p> <p>2. 1. W 4. Learners can use existing vocabulary knowledge to produce new texts.</p> <p>2. 1. W 5. Learners can write simple facts about themselves.</p> <p>2. 1. W 6. Learners write basic sentences when supported by key words and phrases.</p> <p>2. 1. W 7. Learners can complete picture puzzles, crossword puzzles, word search puzzles and unscramble word games.</p>	<p>- Nine. What about you?</p> <p>- Eight.</p> <p>- How old are you?</p> <p>- I'm eight years old. You?</p> <p>- I'm eight, too. What is your favourite colour?</p> <p>- Blue. What about you?</p> <p>- Green. I love green very much.</p> <p>6. - Please spell that. / Can you spell that?</p> <p>- This is my school badge.</p> <p>- "Badge"? Can you spell it for me?</p> <p>- Sure. B-A-D-G-E.</p> <p>7. - (This is) a yo-yo.</p> <p>- (This is) a taxi. It isn't a train.</p> <p>- That is a gorilla.</p> <p>- This is my tablet.</p> <p>- That is his poster.</p> <p>8. - This is a CD. It isn't a DVD.</p> <p>- That's WC. It isn't WC.</p> <p>9. - Please write that. / Can you write that, please?</p> <p>10. - This is the English alphabet: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.</p> <p>11. - This/ that is yellow, red, green etc.</p> <p>12. - One, two, three, four, five, six, seven, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty- two, twenty- three, twenty- four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one, thirty-two ... a hundred.</p>	
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Concept: Society

All about society

**TOPIC 2**  
**SCHOOL LIFE**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects& Games
		Communicative Objectives	Skills		
* Being courteous towards others and speaking using polite language * Using time effectively * Empathizing with others	1. What are students supposed to do at school? 2. What do we do at school? 3. How can we make students feel self- confident and satisfied at school? 4. Who is the school made up of? 5. How can we help students at school succeed? 6. What language should we use at school?	1. Learners can attract attention by using basic phrases. 2. Learners can apologise and give reassurance. 3. Learners can ask for permission and give permission or not. 4. Learners can thank and respond back appropriately. 5. Learners can request someone to do something and respond to simple requests. 6. Learners can express presence or absence. 7. Learners can give specific information about classroom. 8. Learners can enquire about where the classroom objects are. 9. Learners can give and respond to instructions. 10. Learners can express satisfaction. 11. Learners can appeal (ask) for assistance. 12. Learners can signal non- understanding. 13. Learners can express	<b>Listening</b> 2. 2. L 1. Learners can listen to recorded texts to get specific information. 2. 2. L 2. Learners can listen and understand questions and instructions addressed carefully and slowly to him/ her and follow short and simple directions. 2. 2. L 3. Learners can listen to a picture story about school and get the gist of the story. 2. 2. L 4. Learners can listen to daily conversations and ascertain simple evaluations such as ‘yes/no’ and ‘good/ bad’. 2. 2. L 5. Learners can listen and respond to simple instructions related to everyday situations if supported with familiar gestures. 2. 2. L 6. Learners can listen to songs and sing along. <b>Reading</b> 2. 2. R 1. Learners can read very simple short texts to match words and phrases. 2. 2. R 2. Learners can recognize a range of basic everyday words and phrases. 2. 2. R 3. Learners can read and follow simple basic written instructions such as ‘Write the words in the spaces’ and ‘Match the sentences with the pictures’. 2. 2. R 4. Learners can read everyday written signs and notices and deduce meaning. 2. 2. R 5. Learners can scan simple texts and get specific information. <b>Spoken Production</b>	1. - Excuse me! 2. - I am sorry I am late. - Don’t worry. Take your seat. - I’m sorry I haven’t got my book. - Never mind. / Don’t bother. Take my book. 3. - May I come in? - Yes, you may. - May I go to the loo (toilet)? - Sure. - Can I go out? - I am sorry but you may not now. 4. - Thank you. - You’re welcome. - Thanks. - Not at all. - Thank you so much. - It’s my pleasure. 5. - Can you open/ close your books, please? - Okay, Ma’am/ Sir. - Can you sit down/ stand up, please? - All right. 6. - Sam? - I’m here, Ms. Smith, /Mrs Smith, /Mr. Smith. - Yes, Ms. Smith, /Mrs Smith, /Mr. Smith. - Is Ian here?	<b>PROJECT 1</b> Conducting “Sister school” campaign with a school from an English speaking country <b>PROJECT 2</b> Starting “Design your own school” project <b>PROJECT 3</b> Making a poster of an imaginary classroom by drawing and colouring in the classroom objects and then making a presentation about the imaginary classroom <b>PROJECT 4</b> Making a variety of signs about rules for different places of school  <b>GAME 1</b> Playing “Simon

		<p>how certain they are/ are not of something.</p> <p>14. Learners can enquire how certain someone is of something.</p>	<p>2. 2. SP 1. Learners can talk about classroom objects.</p> <p>2. 2. SP 2. Learners can describe school objects by colour and size if supported by visuals.</p> <p>2. 2. SP 3. Learners can respond to a request for a simple evaluation with a gesture such as ‘thumbs up’ when someone makes a request.</p> <p>2. 2. SP 4. Learners can produce simple sounds of basic phrases in a face-to- face conversation.</p> <p><b>Spoken Interaction</b></p> <p>2. 2. SI 1. Learners can communicate using simple phrases, basic sentence patterns and fixed expressions as well as gestures and actions in a polite way.</p> <p>2. 2. SI 2. Learners can interact in a face-to-face conversation provided that the other person supports their speaking by talking slowly, repeating or paraphrasing as necessary and helping each other to formulate what they want to say.</p> <p>2. 2. SI 3. Learners can ask for and provide necessary information.</p> <p>2. 2. SI 4. Learners can initiate, maintain and end a simple short conversation in a kind way.</p> <p>2. 2. SI 5. Learners can perform a role-play about school life and respond to basic language functions in a daily conversation.</p> <p><b>Writing</b></p> <p>2. 2. W 1. Learners can write phrases, simple isolated sentences and very short, simple texts on familiar topics.</p> <p>2. 2. W 2. Learners can write very short descriptive paragraphs by the help of visuals.</p> <p>2. 2. W 3. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>2. 2. W 4. Learners can complete very short texts about quantities of school objects.</p> <p>2. 2. W 5. Learners can write simple short daily dialogues.</p> <p>2. 2. W 6. Learners can recognize and use basic rhyming words by completing a poem or a song.</p>	<p>- He’s here, Ms. Smith, /Mrs Smith, /Mr. Smith.</p> <p>/ He’s absent, Ms. Smith, /Mrs Smith, /Mr. Smith.</p> <p>- Who is absent today?</p> <p>- John is absent today.</p> <p>7. - This is my classroom. It’s big and cosy. There is a big whiteboard in my classroom.</p> <p>8. - Where are the noticeboards in your classroom?</p> <p>- They’re on the right wall.</p> <p>- Is the bin in the corner?</p> <p>- Yes, it is.</p> <p>9. - Take out/ put away your textbooks and notebooks, please?</p> <p>- Line up, please.</p> <p>- Speak up. / Be quiet, please.</p> <p>- All right, Ms. Smith, /Mrs Smith, /Mr. Smith.</p> <p>- Keep your class clean.</p> <p>- Keep your desk tidy.</p> <p>- Do not make a noise in the classroom.</p> <p>- Do not run in the corridors.</p> <p>- Clean up.</p> <p>- Push your chairs in.</p> <p>- Flush the toilet.</p> <p>10. - Good.</p> <p>- Well done. / Good job.</p> <p>11. – What is “ ... ” in English?</p> <p>12. – Sorry?</p> <p>13. – I am sure.</p> <p>- I am not sure.</p> <p>14. – (You’re) sure?</p> <p>- Are you sure?</p> <p>- Yes, I am.</p> <p>- Is Kate sure?</p> <p>- No, she isn’t.</p>	<p>says” in small groups</p> <p><b>GAME 2</b></p> <p>Playing “Hangman” about school objects</p>
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Concept: Society

All about society

**TOPIC 3**  
**FAMILY LIFE**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
* Respecting themselves and other people around them * Not being rude or hurtful to other people * Not using bad language	1. Who makes up a family? 2. Why is being a family is so important? 3. What does the term 'family' remind you of? 4. What makes a family special? 5. How do you react to the situation if you face a family problem? Do you think you react reasonably? 6. Who accepts responsibility in a family? 7. Who should take responsibility in a family? 8. What is your responsibility in your family?	1. Learners can talk about family members. 2. Learners can express appreciation. 3. Learners can enquire about family members. 4. Learners can talk about the number of family members. 5. Learners can enquire about the number of family members. 6. Learners can describe physical appearance. 7. Learners can enquire about physical appearance. 8. Learners can talk about family members' jobs. 9. Learners can enquire about family members' jobs. 10. Learners can talk about permanent situations and actions.	<b>Listening</b> 2. 3. L 1. Learners can listen to a simple text and understand simple language related to naming and describing family members. 2. 3. L 2. Learners can follow a speech which is very slowly and carefully articulated with long pauses for him/ her to assimilate meaning. 2. 3. L 3. Learners can listen to songs and sing along. 2. 3. L 4. Learners can listen to very short simple texts to match related items mentioned in the text. 2. 3. L 5. Learners can listen to a recorded text and ascertain the essential information if supported with visual clues.  <b>Reading</b> 2. 3. R 1. Learners can identify key information in short factual texts from the headings and illustrations. 2. 3. R 2. Learners can skim a short text and get the gist of it. 2. 3. R 3. Learners can scan simple short texts to extract specific information. 42. 3. R. Learners can read simple short texts for comprehension. 2. 3. R 5. Learners can read to get an idea of the content of simple informational materials and short simple descriptions especially when there is visual support.  <b>Spoken Production</b> 2. 3. SP 1. Learners can talk about family members and their jobs.	1. - This is my family. This is my mom. This is my dad. This is my sister. 2. - (Very) good! - (Very) nice! - Good / Great/ Fantastic/ Super job. 3. - Is this your dad? - Yeah. - What's his name? - His name's George. - Is this your sister? - No, she isn't. She's my aunt. 4. - I've got two uncles and three aunts. 5. - Have you got a brother? - Yes, I have. - How many sisters have you got? - Three. 6. - I've got short hair. - My sister has got long hair. - My grandpa has got grey hair. 7. - Has your aunt got green eyes? - Yes, she has. 8. - My dad is a clerk in a bank. 9. - Is your mother a teacher? - No, she isn't. She's a housewife. - What's your dad's job? - He's a doctor. 10. - My aunt is a nurse. She works in a hospital. She looks after patients.	<b>PROJECT 1</b> Making up a toy family and introducing the family members by giving personal information about them <b>PROJECT 2</b> Wearing the uniforms or costumes of different jobs and talking about their family members' jobs  <b>GAME 1</b> Playing "Guess Who...?"

			<p>2. 3. <b>SP 2.</b> Learners can describe physical appearance.</p> <p>2. 3. <b>SP 3.</b> Learners can produce simple isolated sentences and provide information.</p> <p>2. 3. <b>SP 4.</b> Learners can repeat simple words and phrases for correct pronunciation.</p> <p><b>Spoken Interaction</b></p> <p>2. 3. <b>SI 1.</b> Learners can ask and answer questions about each other's family members.</p> <p>2. 3. <b>SI 2.</b> Learners can make simple short conversations using basic phrases.</p> <p>2. 3. <b>SI 3.</b> Learners can communicate in a simple way using basic phrases to ask for and provide simple information.</p> <p>2. 3. <b>SI 4.</b> Learners can exchange information about daily matters in simple conversations.</p> <p>2. 3. <b>SI 5.</b> Learners can deduce what they are told to resume simple, routine conversations with some long pauses and hesitations.</p> <p><b>Writing</b></p> <p>2. 3. <b>W 1.</b> Learners can fill in a family tree.</p> <p>2. 3. <b>W 2.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>2. 3. <b>W 3.</b> Learners can write very simple short descriptive paragraphs.</p> <p>2. 3. <b>W 4.</b> Learners can write very simple short conversations by using simple expressions.</p> <p>2. 3. <b>W 5.</b> Learners can copy out single words and short texts presented in standard printed format for correct spelling.</p>	<p>- My uncle is a chef. He works in a restaurant. He cooks delicious food.</p>	
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Concept: **Identity**

All about me

**TOPIC 4  
MY BELONGINGS**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Sharing belongings with others and caring about their own and others' belongings</p> <p>* Being responsive to the needs of others</p>	<p>1. What belongings reflect your personality?</p> <p>2. How do you choose your belongings?</p> <p>3. How do you keep your belongings clean and tidy?</p> <p>4. Why should we care about our belongings?</p> <p>5. Do you have any special belongings in your house?</p> <p>6. What belongings are special for you? Why?</p>	<p>1. Learners can talk about possessions.</p> <p>2. Learners can enquire about possessions.</p> <p>3. Learners can describe belongings by size, shape and colour.</p> <p>4. Learners can talk about quantities of belongings.</p> <p>5. Learners can enquire about quantities of belongings.</p> <p>6. Learners can enquire about likes and dislikes about belongings.</p> <p>7. Learners can talk about actions in progress.</p> <p>8. Learners can enquire about actions in progress.</p> <p>9. Learners can do some easy mathematical problems.</p>	<p><b>Listening</b></p> <p>2. 4. L 1. Learners can listen to a simple text and identify the numbers they hear.</p> <p>2. 4. L 2. Learners can listen and extract essential information.</p> <p>2. 4. L 3. Learners can listen and follow short conversations.</p> <p>2. 4. L 4. Learners can listen and match the belongings with their quantities.</p> <p>2. 4. L 5. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>2. 4. R 1. Learners can read a very short story and get the gist of it.</p> <p>2. 4. R 2. Learners can scan very short texts and label pictures.</p> <p>2. 4. R 3. Learners can read simple short texts and extract essential information.</p> <p>2. 4. R 4. Learners can read simple daily conversations for comprehension.</p> <p>2. 4. R 5. Learners can recognize high-frequency words and theme related vocabulary in new short texts.</p> <p><b>Spoken Production</b></p> <p>2. 4. SP 1. Learners can describe belongings by shape, size and colour.</p> <p>2. 4. SP 2. Learners can talk about quantities of belongings.</p> <p>2. 4. SP 3. Learners can talk about what they are doing at the moment.</p> <p>2. 4. SP 4. Learners can personalize a short story.</p> <p>2. 4. SP 5. Learners can express their likes and dislikes.</p> <p>2. 4. SP 6. Learners can solve some simple</p>	<p>1. - I've got five toy cars, two dolls and a puppet. - I've got a jacket. My jacket is blue. - I have got two posters in my bedroom/ in the living room/ in the kitchen.</p> <p>2. - Have you got any music boxes? - No, I haven't. - Have you got any toy cars? - Yes, I have three toy cars. - Has your puppet got glasses? - No, it hasn't. It's got a hat.</p> <p>3. - Our blocks are square. They are big. They are red and blue. - This is a toy plane. It's big. It's white and blue. It has got big wings and small round tyres. - They've got a ball. Their ball is round. - I've got a doll. It's small and lovely. Its hair is long.</p> <p>4. - They've got lots of toy cars. - We've got a few apples. - Jim's got some cake. - He hasn't got any umbrellas. - I've got six stickers.</p> <p>5. - How many teddy bears have you got? - Two. - How much water have you got? - I've got some water.</p>	<p><b>PROJECT 1</b> Making some room decorations using shapes (They cut shapes out of plastic plates or cardboard and they colour in them. Then they glue them or tie them with strings.)</p> <p><b>PROJECT 2</b> Making their own toys by recycling old materials such as boxes, plastic plates, toilet paper roles and cardboards</p> <p><b>GAME 1</b> Playing "Chinese Whispers"</p> <p><b>GAME 2</b> Playing "Hangman"</p> <p><b>GAME 3</b> Playing "Twister"</p> <p><b>GAME 4</b> Playing "Treasure Hunt"</p>

			<p>mathematical problems.</p> <p>2. 4. SP 7. Learners can read out and demonstrate an understanding of common punctuation (by pausing at the end of a sentence and inflecting for a question).</p> <p><b>Spoken Interaction</b></p> <p>2. 4. SI 1. Learners can make simple short conversations asking and answering questions about their belongings' descriptions and whereabouts.</p> <p>2. 4. SI 2. Learners can initiate, maintain and end face-to-face conversations.</p> <p>2. 4. SI 3. Learners can make simple short conversations asking and answering questions about what someone is doing at the moment.</p> <p>2. 4. SI 4. Learners can identify single items of information from spoken texts such as numbers, colours, names, etc.</p> <p><b>Writing</b></p> <p>2. 4. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>2. 4. W 2. Learners can complete simple short texts when they are supported by visual aids.</p> <p>2. 4. W 3. Learners can rewrite a simple short descriptive paragraph by making some small changes.</p> <p>2. 4. W 4. Learners can copy words and sentences accurately from the board or other source for correct spelling.</p> <p>2. 4. W 5. Learners can participate in shared writing activities (making posters, writing wall stories) in a group or in pairs.</p>	<p>6. – Do you like sandals? - Yes, I do. - Does Danny like his new bike? - No, he doesn't.</p> <p>7. - My doll is singing a song now. - My train is running down on the rails at the moment. - My robot's walking.</p> <p>8. – What's your doll doing? - It's dancing and singing.</p> <p>9. - Jane has got 10 red stickers and 5 blue stickers. How many stickers has she got? - She's got 15 stickers. - Roy has got 17 marbles. Tina has got 13 marbles. How many marbles have they got together? - They've got 30 marbles together.</p>	
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Concept: **Society**

All about society

**TOPIC 5  
PLAYGROUND**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
* Knowing and following appropriate rules in a group * Being a leader in some circumstances or being a follower in other circumstances	1. What can we learn by playing? 2. Do all the children around the world play similar or different games? 3. Do rules help us to play? How? 4. Do you think rules make a play boring or challenging? 5. How do you feel when you win or lose a game? 6. Are you a fair player? Why/Why not?	1. Learners can describe a playground. 2. Learners can enquire about playground equipment. 3. Learners can enquire about quantities of playground equipment. 4. Learners can express intention. 5. Learners can enquire about wants or desires. 6. Learners can express preferences. 7. Learners can invite others to do something. 8. Learners can accept/decline an offer or invitation. 9. Learners can talk about the rules of the playground. 10. Learners can enquire about the actions in progress. 11. Learners can enquire about emotional states. 12. Learners can accept or decline an invitation by using body language.	<b>Listening</b> 2. 5. L 1. Learners can listen to a simple text and extract essential information. 2. 5. L 2. Learners can listen and identify everyday expressions. 2. 5. L 3. Learners can listen to a picture story and get the gist of it. 2. 5. L 4. Learners can listen to a text to match related items. 2. 5. L 5. Learners can listen and understand questions and instructions addressed slowly and carefully and follow short, simple directions. 2. 5. L 6. Learners can listen to a recorded text and ascertain which phrases and expressions are articulated provided that speech is clear and slow. 2. 5. L 7. Learners can listen to songs and sing along. <b>Reading</b> 2. 5. R 1. Learners can read very short texts and extract necessary information. 2. 5. R 2. Learners can engage in silent sustained reading for 6-8 minutes. 2. 5. R 3. Learners can read simple short conversations for comprehension. 2. 5. R 4. Learners can read short simple messages and deduce meaning. 2. 5. R 5. Learners can read and become familiar with some words and phrases. 2. 5. R 6. Learners can read aloud individually and in chorus paying attention to stress and intonation.	1. - This is our playground. There are swings and seesaws in our playground. 2. - What are those? - They're swings. - Are there any monkey bars in your playground? - Yes, there are some. 3. - Are there any benches in the playground? - Yes, there are some. (benches in the playground) - How many benches are there in the playground? - Four. - Are there any benches in your playground? - No, there aren't benches in our playground. 4. - I'll swing. What about you? - I'll bounce on the springy. 5. - What would you like to do? - I'd like to play on the sandpit. 6. - I'd like to slide down. - I prefer sliding down. 7. - Would you like to join me? 8. - Okay. Come on! - Hurrah! Why not? - It's great. - It's a good idea. 9. - No, thanks. - Sorry, but that's not a good idea. Why don't we do something else? - Would you like to play on the seesaw?	<b>PROJECT 1</b> Playing on the playground equipment and making conversations about what they are playing or doing <b>PROJECT 2</b> Making a poster of their own imaginary playground and presenting their imaginary playground in front of the class <b>PROJECT 3</b> Making a poster or a model of playground using old materials, toys and play dough; talking about what the children in that playground are doing <b>PROJECT 4</b> Designing a new form of playground equipment using their imagination and explaining how to play on it <b>GAME 1</b> Guessing target words about playground by using flashcards <b>GAME 2</b> Playing "Bingo" using

			<p><b>Spoken Production</b>  <b>2. 5. SP 1.</b> Learners can talk about what they are doing at the moment.  <b>2. 5. SP 2.</b> Learners can dramatize a short story using actions in progress.  <b>2. 5. SP 3.</b> Learners can repeat sentences clearly paying attention to the correct pronunciation, stress and intonation.  <b>2. 5. SP 4.</b> Learners can produce isolated phrases and meaningful sentences on their own.</p> <p><b>Spoken Interaction</b>  <b>2. 5. SI 1.</b> Learners can make and respond to suggestions in simple conversations.  <b>2. 5. SI 2.</b> Learners can ask and answer questions about actions in progress.  <b>2. 5. SI 3.</b> Learners can invite someone to do something.  <b>2. 5. SI 4.</b> Learners can accept /decline an offer or invitation.  <b>2. 5. SI 5.</b> Learners can ask questions to learn about whether an invitation or an offer is accepted or declined.</p> <p><b>Writing</b>  <b>2. 5. W 1.</b> Learners can write simple short texts by the help of given prompts or model texts.  <b>2. 5. W 2.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.  <b>2. 5. W 3.</b> Learners can select key words and phrases or short sentences from short texts and complete simple short texts by reusing them.  <b>2. 5. W 4.</b> Learners can copy out basic phrases and sentences from very short texts and reproduce them in their writings.  <b>2. 5. W 5.</b> Learners can write grade appropriate sentences upon dictation.</p>	<ul style="list-style-type: none"> <li>- No, thank you. I'd like to play on the roundabout.</li> <li><b>10.</b> – Wait for your turn. Don't rush!</li> <li>- Don't stand on the swings.</li> <li>- Don't walk or run in front of the swings.</li> <li>- Don't fight with other children in the playground.</li> <li>- Put your bags and clothes out of the way.</li> <li>- Don't push other children off the equipment.</li> <li><b>11.</b> – What are you doing?</li> <li>- I am swinging.</li> <li>- What is Harper doing?</li> <li>- She's sliding.</li> <li>- Who is jumping on the trampoline?</li> <li>- Frank is jumping on the trampoline.</li> <li>- Is Rob swinging?</li> <li>- No, he isn't. He's seesawing with Ian.</li> <li>- Who is going down the slide?</li> <li>- Ian and Will are going down the slide.</li> <li>- What are you doing?</li> <li>- We're spinning round on the roundabout.</li> <li>- What is Kevin doing?</li> <li>- He's jumping on the trampoline.</li> <li><b>12.</b> - Are you happy?</li> <li>- Yes, I am very happy.</li> <li><b>13.</b> – (With a nod of head) Thank you.</li> <li>- Yes, please.</li> <li>- No, thank you.</li> <li>- (With a shake of head) Sorry!</li> </ul>	<p>playground equipment</p>
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Concept: **Responsibility**

All about our responsibilities

**TOPIC 6  
MY BODY AND HYGIENE**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Taking responsibility for appropriate hygiene and self-care</p> <p>* Raising awareness of appropriate hygiene and self-care</p>	<p>1. Why are organic foods good for our health?</p> <p>2. How do you stay healthy and fit?</p> <p>3. How does your body change when you do exercises?</p> <p>4. What are your responsibilities for your health?</p> <p>5. What habits can harm your body?</p> <p>6. How can your body movements show your mood, feelings or emotion?</p> <p>7. How have you changed since you were born?</p>	<p>1. Learners can name/talk about body parts.</p> <p>2. Learners can talk about the functions of body parts.</p> <p>3. Learners can give instructions and respond to them.</p> <p>4. Learners can express feelings.</p> <p>5. Learners can enquire about feelings.</p> <p>6. Learners can talk about actions in progress.</p> <p>7. Learners can enquire about actions in progress.</p> <p>8. Learners can give and take advice.</p> <p>9. Learners can give warnings.</p> <p>10. Learners can ask for and give reasons.</p>	<p><b>Listening</b></p> <p>2. 6. L 1. Learners can listen to a simple text and extract essential information.</p> <p>2. 6. L 2. Learners can listen to and ascertain instructions.</p> <p>2. 6. L 3. Learners can listen to advice and/ or instructions about hygiene and deduce meaning.</p> <p>2. 6. L 4. Learners can listen to simple short conversations and follow them.</p> <p>2. 6. L 5. Learners can listen to recorded texts and find specific information about senses.</p> <p>2. 6. L 6. Learners can listen to the words articulated clearly and use them in a written format.</p> <p>2. 6. L 7. Learners can listen when their friends are speaking and respond to them appropriately.</p> <p>2. 6. L 8. Learners can listen to a song and sing along.</p> <p><b>Reading</b></p> <p>2. 6. R 1. Learners can read simple informational material and determine the main idea when there is visual support.</p> <p>2. 6. R 2. Learners can read very short texts and get specific information to label pictures.</p> <p>2. 6. R 3. Learners can read very short texts and skim them to get the main ideas.</p> <p>2. 6. R 4. Learners can read simple conversations for comprehension.</p> <p>2. 6. R 5. Learners can follow along guided reading activities.</p> <p><b>Spoken Production</b></p> <p>2. 6. SP 1. Learners can produce simple isolated phrases and talk about body parts.</p>	<p>1. - This is my nose.</p> <p>- These are your fingers.</p> <p>- That is her head.</p> <p>- His hair is short.</p> <p>- Our eyes are brown.</p> <p>- Those are your toes.</p> <p>2. - I see with my eyes.</p> <p>- I hear with my ears.</p> <p>- I feel with my hands.</p> <p>- I smell with my nose.</p> <p>- I taste with my tongue.</p> <p>- I walk with my legs.</p> <p>- I hold things with my fingers.</p> <p>3. - Touch your toes.</p> <p>- Okay.</p> <p>- Stretch your arms.</p> <p>- Right. I'm stretching my arms.</p> <p>- Look! My nails are short and clean.</p> <p>- Raise your hands.</p> <p>- All right/Okay.</p> <p>- Turn left/ right/ around.</p> <p>- Look up/ down.</p> <p>4. - I am surprised.</p> <p>- John is unhappy.</p> <p>- We are energetic.</p> <p>- They are hungry.</p> <p>5. - Is Wendy happy?</p> <p>- Yes, she is.</p> <p>- Is Gary thirsty?</p> <p>- No, he isn't.</p> <p>6. - Yeah. I am stretching my arms.</p>	<p><b>PROJECT 1</b></p> <p>Playing with their dolls or teddy bears in small groups and then talking about their toys' body parts and feelings</p> <p><b>PROJECT 2</b></p> <p>Conducting a HYGIENE DAY and role-playing some conversations about hygiene</p> <p><b>PROJECT 3</b></p> <p>Making warning signs for different places</p> <p><b>GAME 1</b></p> <p>Playing "Word Hunter" about body parts</p> <p><b>GAME 2</b></p> <p>Guessing target words about body parts and senses by using flashcards</p> <p><b>GAME 3</b></p> <p>Playing "Simon says" in small groups</p>

			<p>2. 6. SP 2. Learners can express their and/ or someone's feelings.</p> <p>2. 6. SP 3. Learners can talk about the functions of body parts.</p> <p>2. 6. SP 4. Learners can deduce meaning of instructions and questions if they are addressed slowly and carefully.</p> <p>2. 6. SP 5. Learners can repeat for correct pronunciation, stress and intonation. In addition, they can use phonetic clues to sound out words when reading out.</p> <p><b>Spoken Interaction</b></p> <p>2. 6. SI 1. Learners give and take advice in a role-play.</p> <p>2. 6. SI 2. Learners can make simple short conversations asking and answering questions about someone's feelings.</p> <p>2. 6. SI 3. Learners can interact at a slower rate of speech.</p> <p>2. 6. SI 4. Learners can warn someone not to do something, ask for reasons and make explanations in simple short conversations.</p> <p>2. 6. SI 5. Learners can make simple short conversations asking and answering questions about actions in progress.</p> <p>2. 6. SI 6. Learners can use basic idiomatic vocabulary (ex: give me five, thumbs up etc.) appropriately in face-to-face conversations.</p> <p><b>Writing</b></p> <p>2. 6. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>2. 6. W 2. Learners can complete simple texts by using visual aids.</p> <p>2. 6. W 3. Learners can write isolated sentences.</p> <p>2. 6. W 4. Learners can complete short texts by paying attention to spelling rules.</p> <p>2. 6. W 5. Learners can label and create meaning from pictures.</p> <p>2. 6. W 6. Learners can use appropriate punctuation marks in a simple sentence.</p>	<p>7. – What are you doing now? - I'm walking across the street. - What is Emma doing? - She's combing her hair. - What is Jim doing? - He's washing his hands.</p> <p>8. – You should have a shower. - You should keep your nails clean and short. - You should comb your hair every day. - Sure. - You should wash your hands after going to the toilet. - Okay. - You should wash your face every morning.</p> <p>9. – Be careful! Don't touch the stove.</p> <p>10. - Why? - Because it's hot. - Don't hold the ice. - Why? - Because it's cold. - Watch out! Don't eat that soup. - Why? - Because it's too hot. - Look out! Don't drink that water. - Why? - Because it's cold. - Don't walk over there. - Why? - Because it's wet. - Don't cross the road now. - Why? - Because the traffic light is red. - Okay. I'm waiting for the green light.</p>	
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**TOPIC 7  
SEASONS AND THE WEATHER**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
* Showing respect for traditional clothes * Sharing with others * Showing gratitude	1. How many seasons are there in your country? 2. Do you enjoy the change of seasons? 3. What causes the change of seasons on Earth? 4. What would happen if the Earth didn't travel around the sun? 5. What would be different if the Earth had no seasons? 6. Why is it cold at night? 7. Does the Earth's distance from the Sun change throughout the year? 8. Does the Earth's distance play an important role on the changing of seasons?	1. Learners can talk about seasons. 2. Learners can enquire about seasons. 3. Learners can enquire about the weather conditions. 4. Learners can name and enquire about the days of the week. 5. Learners can name and enquire about the months. 6. Learners can talk about clothes. 7. Learners can talk about what clothes they or others wear in each season. 8. Learners can talk about what they or other people are wearing and/ or doing at the moment. 9. Learners can enquire about what people are wearing and/or doing at the moment. 10. Learners can ask a speaker to slow down. 11. Learners can ask for someone's ideas. 12. Learners can express their ideas. 13. Learners can use adverbs of time 'always, usually, never...'	<b>Listening</b> 2. 7. L 1. Learners can listen to a simple text and respond to questions or instructions addressed slowly and clearly to them. 2. 7. L 2. Learners can listen to clear and short texts to deduce meaning. 2. 7. L 3. Learners can listen and extract essential information from short recorded texts. 2. 7. L 4. Learners can listen and ascertain phrases and sentences provided that speech is clearly and slowly articulated. 2. 7. L 5. Learners can listen to recorded sounds of nature to predict the weather conditions. 2. 7. L 6. Learners can listen to recorded texts and classify clothes into groups of seasons. 2. 7. L 7. Learners can listen to a song and sing along.  <b>Reading</b> 2. 7. R 1. Learners can read simple short texts for comprehension. 2. 7. R 2. Learners can read simple short texts and extract essential information. 2. 7. R 3. Learners can read a simple short text and get the gist of it. 2. 7. R 4. Learners can read simple informational material and short simple descriptions and determine the main points.  <b>Spoken Production</b> 2. 7. SP 1. Learners can point to the pictures and name the seasons, months and the days of the week. 2. 7. SP 2. Learners can repeat for correct pronunciation. 2. 7. SP 3. Learners can use expressions of time	1. - It's autumn. - It's winter. 2. - What season is it? - It is autumn. - What season is this? - It's winter. 3. - What's the weather like today? - It's windy and cold. - What's the weather like today? - It's cloudy and rainy. - Is it snowing now? - No, it isn't. It's raining. 4. - It's Monday. - What day is it today? - It's Saturday. 5. - It's January. - What month is this? - It's November. 6. - This is a sweatshirt. - These are a pair of shorts. - Those are a pair of shoes. - This is a yellow cardigan. It's woollen. It's soft and warm. - These are my new mittens. 7. - I usually wear a coat, a scarf, a hat and a pair of mittens in the winter but now I am wearing a T-shirt. - We/ They sometimes wear a T-shirt, a pair of shorts and a pair of sandals in the summer. - Bob always wears a coat, a pair of pants, a jumper, a pair of boots in the winter.	<b>PROJECT 1</b> Going out to the garden and talking about the weather conditions or singing a song about the weather conditions and mimicking them <b>PROJECT 2</b> Making a weather/seasons wheel chart and making a presentation about the weather conditions <b>PROJECT 3</b> Making a calendar with pictures on each page and then talking about what people are wearing and doing in each calendar picture <b>PROJECT 4</b> Making posters of seasons with months and proper clothes for these seasons and then making a presentation of their posters  <b>GAME 1</b> Playing "Hangman" about clothes, seasons and weather conditions

			<p>properly in their monologues.</p> <p><b>2. 7. SP 4.</b> Learners can produce simple isolated phrases and sentences.</p> <p><b>2. 7. SP 5.</b> Learners can ask a speaker to slow down if necessary.</p> <p><b>2. 7. SP 6.</b> Learners can talk about factual information.</p> <p><b>Spoken Interaction</b></p> <p><b>2. 7. SI 1.</b> Learners can ask and answer questions about the weather conditions in simple conversations.</p> <p><b>2. 7. SI 2.</b> Learners can make simple short conversations asking and answering questions about what people are wearing and/or doing at the moment.</p> <p><b>2. 7. SI 3.</b> Learners can initiate, maintain and end simple face-to-face daily conversations.</p> <p><b>2. 7. SI 4.</b> Learners can ask and answer questions to complete a table (information gap activity).</p> <p><b>Writing</b></p> <p><b>2. 7. W 1.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p><b>2. 7. W 2.</b> Learners can write very simple short descriptive paragraphs.</p> <p><b>2. 7. W 3.</b> Learners can write words and phrases for correct spelling (dictation).</p> <p><b>2. 7. W 4.</b> Learners can copy out single words and short texts presented in standard printed format for correct spelling.</p> <p><b>2. 7. W 5.</b> Learners can transfer signs and symbols into phrases and simple sentences.</p>	<p><b>8.</b> - I am wearing a pair of black trousers, a white shirt and a grey cardigan at the moment.</p> <p><b>9.</b> - Is Jack wearing a pair of jeans?</p> <p>- No, he isn't. He's wearing a pair of trousers.</p> <p>- What's Edward doing?</p> <p>- He's playing basketball with his friends.</p> <p>- Is Tina painting a picture?</p> <p>- Yes, she is.</p> <p><b>10.</b> - Slowly, please.</p> <p><b>11.</b> - What do you think about these socks?</p> <p><b>12.</b> - Good.</p> <p>- Lovely.</p> <p>- Gorgeous. I love them.</p> <p>- Not good.</p> <p>- They aren't trendy.</p>	<p><b>GAME 2</b></p> <p>Playing "Freeze" to talk about students' current actions</p>
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Concept: **Responsibility**

All about our responsibilities

**TOPIC 8**  
**DAILY LIFE AND CHORES**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects& Games
		Communicative Objectives	Skills		
<p>* Appreciating the value of time and using time effectively</p> <p>*Planning, arranging and then carrying out activities effectively</p> <p>* Working cooperatively and collectively in a group</p>	<p>1. What are your daily responsibilities?</p> <p>2. What are you supposed to do at home?</p> <p>3. What chores do you help with at home?</p> <p>4. Which chores do you like doing?</p> <p>5. Which chores are easy or difficult for you?</p> <p>6. Are there any chores that you don't like doing at home?</p> <p>7. Do you make a plan before you start doing something?</p> <p>8. How often do you wash the dishes/do the laundry/set the table etc.?</p>	<p>1. Learners can tell the time.</p> <p>2. Learners can enquire about the time.</p> <p>3. Learners can use time expressions properly.</p> <p>4. Learners can talk about daily habits.</p> <p>5. Learners can enquire about daily habits.</p> <p>6. Learners can talk about daily routines.</p> <p>7. Learners can enquire about daily routine.</p> <p>8. Learners can ask for clarification.</p> <p>9. Learners can ask for repetition.</p> <p>10. Learners can express ignorance of an expression.</p> <p>11. Learners can talk about obligations.</p> <p>12. Learners can enquire about obligations.</p>	<p><b>Listening</b></p> <p>2. 8. L 1. Learners can listen to short texts and identify specific information.</p> <p>2. 8. L 2. Learners can listen and deduce essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.</p> <p>2. 8. L 3. Learners can listen to clear and short texts to assimilate meaning by using visual aids.</p> <p>2. 8. L 4. Learners can listen and catch the main points in short clear simple texts.</p> <p>2. 8. L 5. Learners can listen to and respond to questions in context individually or as a group member.</p> <p>2. 8. L 6. Learners can listen to a song and sing along.</p> <p><b>Reading</b></p> <p>2. 8. R 1. Learners can read very short and clear texts for comprehension.</p> <p>2. 8. R 2. Learners can read very short texts and extract specific information.</p> <p>2. 8. R 3. Learners can read very short conversations and determine the main points.</p> <p>2. 8. R 4. Learners can engage in silent sustained reading for 4-5 minutes.</p> <p>2. 8. R 5. Learners can read and order images sequentially.</p> <p>2. 8. R 6. Learners can identify the title and the author of a book.</p> <p>2. 8. R 7. Learners can identify new words from a short picture storybook.</p> <p><b>Spoken Production</b></p>	<p>1. - It's two o'clock. - It's half past two.</p> <p>2. - What time is it now? - It's a quarter to three.</p> <p>3. - I wake up early in the morning. 4. - I eat fruit every day. - We drink milk every morning. - Ian brushes his teeth every day.</p> <p>5. - Do you brush your teeth every day? - Yes, I do. - Does Jane eat vegetables and fruit? - Yes, she does.</p> <p>6. - I wake up early every morning. I wash my face and hands. I have breakfast. Then I go to school. ...</p> <p>7. - I go to bed early. Do you go to bed early? - Yes, I do. - I get up early. What about you? - I don't get up early.</p> <p>8. - Sorry? You don't? - Yes, I don't get up early.</p> <p>9. - Sorry, can you say it again? - Sorry, can you repeat it again?</p> <p>10. - Sorry, I don't know "..." / that word.</p> <p>11. - You have to wear a uniform at school. - I must wipe the table.</p> <p>12. - Do we have to be quiet at the library? - Yes, we do.</p>	<p><b>PROJECT 1</b> Making a spin chart showing their daily habits and spinning round their charts and talking about their daily habits in turns</p> <p><b>PROJECT 2</b> Sharing chores at school and taking responsibilities of school chores</p> <p><b>GAME 1</b> Playing "Bingo" to talk about the time</p> <p><b>GAME 2</b> Playing "Ask and Tell" game about daily routines</p>

			<p>2. 8. <b>SP 1.</b> Learners can talk about their habits by producing simple isolated phrases.</p> <p>2. 8. <b>SP 2.</b> Learners can talk about their own daily routines if they are supported with visual or audio-visual clues.</p> <p>2. 8. <b>SP 3.</b> Learners can dramatize a story about obligations.</p> <p>2. 8. <b>SP 4.</b> Learners can use phonetic clues to sound out words when reading aloud individually and in chorus.</p> <p><b>Spoken Interaction</b></p> <p>2. 8. <b>SI 1.</b> Learners can make conversations asking and answering questions about each other's daily routine.</p> <p>2. 8. <b>SI 2.</b> Learners can ask and answer questions, initiate, respond to simple statements in areas of immediate need or on familiar topics.</p> <p>2. 8. <b>SI 3.</b> Learners can make simple short conversations by using basic phrases.</p> <p>2. 8. <b>SI 4.</b> Learners can act out a role-play about daily routines.</p> <p><b>Writing</b></p> <p>2. 8. <b>W 1.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>2. 8. <b>W 2.</b> Learners can use clues to make predictions and write simple isolated sentences.</p> <p>2. 8. <b>W 3.</b> Learners can rewrite phrases and sentences to correct the false information.</p> <p>2. 8. <b>W 4.</b> Learners can pick out and reproduce key words, phrases and short sentences from a short text within his/ her limited competence and experience.</p> <p>2. 8. <b>W 5.</b> Learners can use punctuation appropriately.</p>	
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**TOPIC 9**  
**NATURE AND WATER CYCLE**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Appreciating nature and taking care of other living things around them</p> <p>* Avoiding placing themselves and others in danger or at risk</p>	<p>1. How can we protect our environment?</p> <p>2. Why do we need to explore nature?</p> <p>3. How do animals adapt to their environments and the change of seasons and the weather?</p> <p>4. What stereotypes do we have for animals?</p> <p>5. Why should we care about the animals' habitats?</p> <p>6. Do we have individual and/ or collective responsibilities to animals and animals' habitats?</p> <p>7. Do you think we make Earth worse for animals to live in?</p> <p>8. How can we act to prevent further damage to the animals' habitats?</p> <p>9. How can we make Earth better for animals to live in?</p> <p>10. How does a</p>	<p>1. Learners can talk about geographical features.</p> <p>2. Learners can enquire about geographical features.</p> <p>3. Learners can talk about animals.</p> <p>4. Learners can enquire about animals.</p> <p>5. Learners can talk about quantities of animals.</p> <p>6. Learners can enquire about quantities of animals.</p> <p>7. Learners can talk about abilities and inabilities of animals.</p> <p>8. Learners can talk about whereabouts of animals.</p> <p>9. Learners can talk about likes and dislikes.</p> <p>10. Learners can talk about general truths such as scientific facts.</p> <p>11. Learners can enquire about general truths such as scientific facts.</p>	<p><b>Listening</b></p> <p>2. 9. L 1. Learners can listen to a simple text and identify essential information.</p> <p>2. 9. L 2. Learners can listen and outline the main points of a short, clear and simple text.</p> <p>2. 9. L 3. Learners can listen and understand enough to derive probable meaning of unknown words from the context.</p> <p>2. 9. L 4. Learners can listen and comprehend simple short conversations.</p> <p>2. 9. L 5. Learners can listen and identify animals by their sounds.</p> <p>2. 9. L 6. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>2. 9. R 1. Learners can read expository paragraphs and reach essential information by using some clues.</p> <p>2. 9. R 2. Learners can read and decode an unfamiliar text by using visual aids.</p> <p>2. 9. R 3. Learners can scan simple short texts and extract specific information.</p> <p>2. 9. R 4. Learners can read and connect ideas in a text to create meaning.</p> <p>2. 9. R 5. Learners can read very simple texts and use an idea of the overall meaning of these short texts to derive the probable meaning of unknown words from the context.</p> <p>2. 9. R 6. Learners can read to get an idea of the content of simple informational descriptions especially if there is visual support.</p> <p><b>Spoken Production</b></p> <p>2. 9. SP 1. Learners can talk about factual information.</p> <p>2. 9. SP 2. Learners can have a talk about the water cycle when there is visual support.</p> <p>2. 9. SP 3. Learners can give scientific</p>	<p>1. - There's a green valley.</p> <p>- There are two high mountains.</p> <p>2. - Are there any rivers in this region?</p> <p>- No, there aren't any rivers in this region.</p> <p>3. - Cheetahs are fast. They have strong teeth and strong legs.</p> <p>4. - Do dolphins have any teeth?</p> <p>5. - There are lots of zebras in this national park.</p> <p>- There aren't many elephants in this national park.</p> <p>6. - How many gorillas are there in the zoo this year?</p> <p>- There are a few gorillas.</p> <p>- How many chickens are there?</p> <p>- Five.</p> <p>7. - Kangaroos can jump up and down.</p> <p>- Frogs can jump high but they cannot fly.</p> <p>8. - There are two parrots in this tree.</p> <p>- There are two sheep in the barn.</p> <p>9. - Cats like milk.</p> <p>- Mice like cheese.</p> <p>- Pandas love leaves.</p> <p>- Sheep like grass but they don't like meat.</p> <p>10. - The sun heats the surface of the Earth.</p> <p>- Water from rivers, lakes and oceans gets hot. It turns into vapour.</p> <p>- Vapour rises into the air. It cools and it turns back into water.</p> <p>- Water droplets get bigger and heavier. Then they fall as rain or snow.</p>	<p><b>PROJECT 1</b> Making a presentation about water cycle in the class</p> <p><b>PROJECT 2</b> Making a small booklet about animals and then making simple conversations about the animals in their booklets in small groups</p> <p><b>PROJECT 3</b> Adopting endangered animals online and taking responsibilities of these animals</p> <p><b>PROJECT 4</b> Making an experiment about water cycle and presenting it in front of the class</p> <p><b>GAME 1</b> Playing "Guess Who" game about characteristics and abilities of different animals</p>

	<p>river form?  <b>11.</b> What happens when water gets hot in the atmosphere?  <b>12.</b> How does the water cycle work?  <b>13.</b> How can water turn into a liquid, a vapour and a solid?</p>		<p>information by making simple short sentences.  <b>2. 9. SP 4.</b> Learners can repeat simple words and phrases for correct pronunciation.  <b>2. 9. SP 5.</b> Learners can answer a limited number of straightforward follow-up questions.</p> <p><b>Spoken Interaction</b>  <b>2. 9. SI 1.</b> Learners can ask for and provide factual information in simple terms.  <b>2. 9. SI 2.</b> Learners can make simple short conversations.  <b>2. 9. SI 3.</b> Learners can rephrase and/or correct their mistakes at a slower rate of speech.  <b>2. 9. SI 4.</b> Learners can respond to questions and instructions addressed carefully and slowly to him/her and follow short and simple directions.</p> <p><b>Writing</b>  <b>2. 9. W 1.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.  <b>2. 9. W 2.</b> Learners can pick out and reproduce key words and phrases or short sentences from a short text within their limited competence and experience.  <b>2. 9. W 3.</b> Learners can rewrite simple short expository paragraphs when there is visual support.  <b>2. 9. W 4.</b> Learners can write grade appropriate sentences upon dictation.</p>	<p>- Some fall into sea and some fall onto the land.  - Water changes state.  <b>11.</b>-How does vapour become liquid?  - It becomes liquid by cooling.</p>	
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Concept: **Society**

All about society

**TOPIC 10  
STORIES**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
* Reacting reasonably to the difficult situation * Expressing ideas clearly and logically	<ol style="list-style-type: none"><li>1. Why are memories very important for us?</li><li>2. How can we keep good memories vivid?</li><li>3. How can you narrate past events?</li><li>4. What makes the past special?</li><li>5. Do you keep a diary?</li><li>6. Do you like listening to stories? Why? Why not?</li><li>7. Why do children love stories?</li><li>8. Do stories give any messages to people?</li></ol>	<ol style="list-style-type: none"><li>1. Learners can talk about the past situations.</li><li>2. Learners can enquire about the past situations.</li><li>3. Learners can compare two different situations (now and then) using connector “but”.</li><li>4. Learners can talk about the past events.</li><li>5. Learners can enquire about the past events.</li><li>6. Learners can do some easy mathematical problems.</li><li>7. Learners can ask for repetition.</li><li>8. Learners can give the descriptions of events in a sequence.</li></ol>	<p><b>Listening</b></p> <ol style="list-style-type: none"><li>2. 10. L 1. Learners can listen to a short story and find the correct summary among given alternatives.</li><li>2. 10. L 2. Learners can listen to a picture story and understand the gist of it.</li><li>2. 10. L 3. Learners can listen and complete a short text if there is visual support.</li><li>2. 10. L 4. Learners can listen and extract essential information.</li><li>2. 10. L 5. Learners can listen for specific information in a story and answer related questions.</li><li>2. 10. L 6. Learners can listen to songs and sing along.</li></ol> <p><b>Reading</b></p> <ol style="list-style-type: none"><li>2. 10. R 1. Learners can read very simple and short texts and find specific information.</li><li>2. 10. R 2. Learners can read a very simple picture story and outline the main events.</li><li>2. 10. R 3. Learners can purposely read and follow the events carefully.</li><li>2. 10. R 4. Learners can engage in silent sustained reading for 10 minutes or more.</li><li>2. 10. R 5. Learners can read simple fables and understand them.</li><li>2. 10. R 6. Learners can produce a simple and general summary of a story.</li><li>2. 10. R 7. Learners can read and find details in a reading passage.</li></ol> <p><b>Spoken Production</b></p> <ol style="list-style-type: none"><li>2. 10. SP 1. Learners can talk about past situations.</li><li>2. 10. SP 2. Learners can retell the past events in order by using visual aids.</li><li>2. 10. SP 3. Learners can retell a story in short simple sentences after they have listened to it</li></ol>	<ol style="list-style-type: none"><li>1. – It was cold and rainy yesterday. - It was cloudy two days ago. - We were cold last morning.</li><li>2. – Was it sunny yesterday? - No, it wasn’t. It was cloudy and windy. - Were you happy yesterday morning? - Yes, I was. - Were your friends sad? - No, they weren’t.</li><li>3. - It’s sunny and clear today but it was cloudy and rainy yesterday. - I was bored yesterday but I am happy today.</li><li>4. – I went to the cinema yesterday. - We saw a puppy yesterday.</li><li>5. - What did you do yesterday? - I went shopping. - Did Emma text you yesterday? - No, she didn’t. - Did Jack feed the kitten yesterday? - Yes, he did.</li><li>6. – Ron bought three pizzas yesterday. Each pizza had six slices. How</li></ol>	<p><b>PROJECT 1</b> Keeping a diary</p> <p><b>PROJECT 2</b> Making a classroom library; selecting and reading grade and theme appropriate books in English from this classroom library</p> <p><b>PROJECT 3</b> Conducting/Organising a “Best Short Story Contest”</p> <p><b>GAME 1</b> Playing “What did Simon do?” game</p>

			<p>attentively; followed it and anticipated the rest of events.</p> <p>2. 10. SP 4. Learners can say what s/he thinks about events, characters and so on in a story.</p> <p>2. 10. SP 5. Learners can give a simple description or presentation of characters and events in a story by using visual aids.</p> <p>2. 10. SP 6. Learners can recognize and use key vocabulary from a picture story.</p> <p><b>Spoken Interaction</b></p> <p>2. 10. SI 1. Learners can make simple short conversations about past situations.</p> <p>2. 10. SI 2. Learners can communicate in simple and routine tasks requiring simple and direct exchange of information.</p> <p>2. 10. SI 3. Learners can ask and answer questions about the past events in a story.</p> <p>2. 10. SI 4. Learners can exchange necessary information to keep conversation going in accordance with the relevant topic.</p> <p><b>Writing</b></p> <p>2. 10. W 1. Learners can write simple diary entries.</p> <p>2. 10. W 2. Learners can create meaning from the given pictures and complete short stories by using visual aids.</p> <p>2. 10. W 3. Learners can write simple short texts paying attention to spelling rules.</p> <p>2. 10. W 4. Learners can reproduce and use the key words and phrases or short sentences from a short story.</p> <p>2. 10. W 5. Learners can use appropriate punctuation in simple sentences.</p> <p>2. 10. W 6. Learners can use the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p>2. 10. W 7. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p>	<p>many slices of pizza did he have?</p> <p>- Three times six equals eighteen. He had eighteen slices of pizza.</p> <p>7. - Sorry! I couldn't catch you. Can you repeat it for me, please?</p> <p>- Okay. Danny had 15 coins. He bought a ruler for 12 coins. How many coins does he have left?</p> <p>- He had three coins left. Because fifteen minus twelve is three.</p> <p>8. -First, Danny bought a money box. Next, he saved money. Then, he bought a second-hand computer. After that, he wrote his book and sent it to book-stores. Finally, his book became a best seller.</p>	
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### 5. CONCEPT TABLE FOR THE THIRD GRADE

<b>CONCEPT 1</b> Identity	<b>CONCEPT 2</b> Society	<b>CONCEPT 3</b> Responsibility	<b>CONCEPT 4</b> Change
<b>THEME</b> All about me	<b>THEME</b> All about society	<b>THEME</b> All about our responsibilities	<b>THEME</b> All about change
<b>TOPIC</b> Hello	<b>TOPIC</b> Family and home	<b>TOPIC</b> School life	<b>TOPIC</b> Nature and climate change
	<b>TOPIC</b> Neighbourhood	<b>TOPIC</b> Healthy life	
	<b>TOPIC</b> Food and drinks	<b>TOPIC</b> Let's clean up!	
	<b>TOPIC</b> A typical day		
	<b>TOPIC</b> Story time		

## 6. FRAMEWORK OF THE COMMUNICATIVE OBJECTIVES FOR THE THIRD GRADE

Concept: <b>Identity</b>					
<i>All about me</i>					
<b>TOPIC 1</b>					
<b>HELLO</b>					
VALUES	Big Ideas/Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>*Respecting themselves and others around them</p> <p>*Respecting personal differences</p> <p>*Showing respect for the elderly</p>	<p>1. What is the most important thing when you are introduced to a new person for the first time?</p> <p>2. Why do you need to share your personal information with someone new you have just met?</p> <p>3. What makes you curious about someone you don't know?</p> <p>4. How can you describe yourself to a new friend?</p> <p>5. Which is more important at first sight? Someone's physical appearance or personality traits?</p>	<p>1. Learners can initiate and maintain and end the conversation.</p> <p>2. Learners can introduce someone and react to be introduced in an informal speech.</p> <p>3. Learners can talk about himself/ herself giving personal information.</p> <p>4. Learners can enquire about their personal details.</p> <p>5. Learners can ask for a word to be spelt out and spell words.</p> <p>6. Learners can ask for repetition.</p> <p>7. Learners can ask for confirmation of understanding.</p> <p>8. Learners can express approval.</p> <p>9. Learners can express gratitude and respond back appropriately.</p> <p>10. Learners can count up to one thousand.</p> <p>11. Learners can enquire about colours.</p>	<p><b>Listening</b></p> <p>3. 1. L 1. Learners can listen to a simple text and identify necessary information.</p> <p>3. 1. L 2. Learners can differentiate the sounds they hear and select the correct ones.</p> <p>3. 1. L 3. Learners can listen to simple daily conversations and understand them.</p> <p>3. 1. L 4. Learners can listen and follow daily conversations.</p> <p>3. 1. L 5. Learners can listen and respond to basic instructions addressed carefully and slowly to him/her and follow short simple directions.</p> <p>3. 1. L 6. Learner can listen and respond to simple questions in context individually or as a group member.</p> <p>3. 1. L 7. Learners can listen to daily conversations attentively to ascertain essential information.</p> <p>3. 1. L 8. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>3. 1. R 1. Learners can read a short simple text for comprehension.</p> <p>3. 1. R 2. Learners can read and recognize simple words and simple phrases.</p> <p>3. 1. R 3. Learners can scan and get specific information in a short, simple text.</p> <p>3. 1. R 4. Learners can follow along guided reading activities.</p> <p>3. 1. R 5. Learners can read and follow</p>	<p>1. - Hello! I am Jason. - Hi! I'm Nicky. - Nice to meet you, Pam. - Glad to meet you, Ron. - How are you? - Great!. You? - Not bad. - See you later. - See you, soon.</p> <p>2. - Hey, Ron! This is our new classmate. Her name's Pam. Pam, meet Ron. - Lovely to meet you. - Pleasure to meet you.</p> <p>3. - Hi, I am Danny. I am a student. I'm eight years old. My lucky number is nine. My favourite colour is blue.</p> <p>4. - Hi, I am Gary. What's your name? - Hi, I am Haley. Nice to meet you. - Glad to meet you, too. I am ten years old. How old are you? - I am nine (years old). - What's your lucky number? - (It's) seven. - What's your favourite colour? - (It's) yellow.</p> <p>5. - How do you spell your name? - P, A, M, E, L, A. - Can you spell your surname, please? - Sure. ...</p>	<p><b>PROJECT 1</b> Making up two imaginary cartoon characters and then acting out simple dialogues between them</p> <p><b>PROJECT 2</b> Holding a "Spelling Bee Competition" for one classroom or for several classes</p> <p><b>PROJECT 3</b> Visiting an elderly care home</p> <p><b>PROJECT 4</b> Selecting and reading grade and theme appropriate books in English from class and school libraries</p> <p><b>GAME 1</b> Playing "Hangman" in pairs or in small groups</p> <p><b>GAME 2</b> Playing "Bingo" game using numbers (1-100)</p> <p><b>GAME 3</b> Playing "Sentence Monkey" game</p>

			<p>simple classroom directions.</p> <p><b>3. 1. R 6.</b> Learners can read charts and schedules and deduce meaning.</p> <p><b>3. 1. R 7.</b> Learners can engage in silent sustained reading for 10-15 minutes.</p> <p><b>3. 1. R 8.</b> Learners can read a simple text and order relevant images sequentially.</p> <p><b>Spoken Production</b></p> <p><b>3. 1. SP 1.</b> Learners can give personal information about themselves.</p> <p><b>3. 1. SP 2.</b> Learners can spell words correctly.</p> <p><b>3. 1. SP 3.</b> Learners can produce simple sentences in their monologues paying attention to stress and intonation.</p> <p><b>3. 1. SP 4.</b> Learners can respond to familiar or predictable language patterns by joining in or using choral response.</p> <p><b>3. 1. SP 5.</b> Learners can answer questions when they are addressed carefully and slowly.</p> <p><b>3. 1. SP 6.</b> Learners can repeat words, phrases and simple sentences clearly with correct pronunciation, stress and intonation</p> <p><b>3. 1. SP 7.</b> Learners can read aloud very short, rehearsed statements.</p> <p><b>3. 1. SP 8.</b> Learners can ask for clarification; spelling of key words or phrases not understood using stock phrases.</p> <p><b>Spoken Interaction</b></p> <p><b>3. 1. SI 1.</b> Learners can introduce themselves.</p> <p><b>3. 1. SI 2.</b> Learners can make daily simple conversations.</p> <p><b>3. 1. SI 3.</b> Learners can have simple chats asking and answering questions about their personal information.</p> <p><b>3. 1. SI 4.</b> Learners can ask for spelling, repetition and confirmation of understanding in simple conversations.</p>	<p><b>6.</b> - Sorry. Can you repeat, please? - Sure.</p> <p><b>7.</b> - Is it P, A, M, A, L, E? - No, it isn't. - Can you spell it for me again? - Sure. P, A, M, E, L, A. - P, A, M, E, L, A? <b>8.</b> - That's right.</p> <p><b>9.</b> - Thank you very much. - Not at all. / You're welcome.</p> <p><b>10.</b> - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, ..., thirty-two, thirty-seven, ..., sixty-nine, seventy, seventy-one, ... , one hundred.</p> <p><b>11.</b> - What colour is your sister's hair? - She has brown hair.</p>	
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			<p>3. 1. SI 5. Learners can express gratitude and respond back appropriately in simple conversations.</p> <p>3. 1. SI 6. Learners can initiate, maintain and end simple conversations.</p> <p><b>Writing</b></p> <p>3. 1. W 1. Learners can write a descriptive paragraph by using short sentences about themselves.</p> <p>3. 1. W 2. Learners can complete daily dialogues if there is visual support.</p> <p>3. 1. W 3. Learners can pick out and reproduce key words and phrases or short sentences from a short text within the learners' limited competence and experience.</p> <p>3. 1. W 4. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p>	
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*All about our responsibilities*

**TOPIC 2  
SCHOOL LIFE**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Getting accustomed to the rules that make their lives better</p> <p>* Building good habits to adopt a new environment or situation</p>	<p>1. Do we have any obligations?</p> <p>2. How can we respect others' rights?</p> <p>3. What makes you get annoyed in a community?</p> <p>4. How can you take control over a group of people?</p> <p>5. How can we build appropriate behaviours to stay safe and happy in a group of people?</p> <p>6. Why are rules necessary?</p> <p>7. What would our lives be like if there were no rules?</p>	<p>1. Learners can tell the time.</p> <p>2. Learners can enquire about the time.</p> <p>3. Learners can talk about school subjects.</p> <p>4. Learners can enquire about school subjects.</p> <p>5. Learners can correct themselves when they hesitate.</p> <p>6. Learners can express their likes and dislikes by using linking words "and", "but", "or" and "because".</p> <p>7. Learners can enquire about likes and dislikes.</p> <p>8. Learners can express obligations to do something.</p> <p>9. Learners can enquire if someone is obliged to do something or not.</p> <p>10. Learners can ask for clarification.</p> <p>11. Learners can talk about rules.</p> <p>12. Learners can use 'first', 'next', 'then' and 'finally'.</p>	<p><b>Listening</b></p> <p>3. 2. L 1. Learners can listen to short clear simple messages and/ or announcements and detect the main point.</p> <p>3. 2. L 2. Learners can listen to short recorded texts and extract specific information.</p> <p>3. 2. L 3. Learners can listen to simple daily conversations that are articulated slowly and carefully and deduce meaning.</p> <p>3. 2. L 4. Learners can listen and extract the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.</p> <p>3. 2. L 5. Learners can listen to face-to-face conversations to meet immediate needs provided that speech is clearly and slowly articulated.</p> <p>3. 2. L 6. Learners can listen and respond to multi-step instructions addressed carefully and slowly to him/her and follow directions.</p> <p>3. 2. L 7. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>3. 2. R 1. Learners can scan very simple and short texts and extract specific information.</p> <p>3. 2. R 2. Learners can read very simple short texts about daily matters to get the main idea.</p> <p>3. 2. R 3. Learners can read simple texts and comprehend them.</p> <p>3. 2. R 4. Learners can read and determine the main idea of a text.</p> <p>3. 2. R 5. Learners can read for purpose and follow charts and schedules over a period of time.</p> <p>3. 2. R 6. Learners can engage in silent sustained reading for up to 10-15 minutes.</p> <p>3. 2. R 7. Learners can decode an unfamiliar text.</p> <p><b>Spoken Production</b></p>	<p>1. - It's three o'clock.</p> <p>2. - What time is your English lesson? - It's at half past ten in the morning.</p> <p>3. - I have got two Art lessons today. Then I have got two Science lessons.</p> <p>4. - Have you got any Turkish lessons today? - No, I haven't got any Turkish lessons but I've got some English lessons today.</p> <p>- How many English lessons have you got? - One.</p> <p>5. - I've got two English lessons. Err... Sorry! Not two, one English lesson.</p> <p>6. - I like Science and Math but I don't like Art and PE. - I don't like drawing or painting pictures. - We like PE lessons because it's very entertaining.</p> <p>7. - Do you love English? - Yes, I do. What about you? - I love English, too. - Do you like playing the flute? - No, I don't. You? - Me, neither.</p>	<p><b>PROJECT 1</b> Making posters or models of their imaginary school and then making a presentation of their imaginary school (e.g., school subjects and what students are obliged to do at this school)</p> <p><b>PROJECT 2</b> Going on a trip to a nearby school and then talking about this school such as school timetables and rules</p> <p><b>GAME 1</b> Playing "Guessing Game" about favourite school subjects</p> <p><b>GAME 2</b> Playing "Board" game about likes and dislikes</p> <p><b>GAME 3</b> Playing "Memory" game</p>

			<p>3. 2. <b>SP 1.</b> Learners can point to the pictures of school subjects and then talk about likes and dislikes.</p> <p>3. 2. <b>SP 2.</b> Learners can talk about obligations and rules.</p> <p>3. 2. <b>SP 3.</b> Learners can repeat for correct pronunciation.</p> <p>3. 2. <b>SP 4.</b> Learners can interpret a school timetable in detail.</p> <p>3. 2. <b>SP 5.</b> Learners can respond to questions and instructions when addressed carefully and slowly.</p> <p>3. 2. <b>SP 6.</b> Learners can memorize words of songs, poems and chants and recite them individually or chorally paying attention to stress and intonation.</p> <p><b>Spoken Interaction</b></p> <p>3. 2. <b>SI 1.</b> Learners can ask and answer questions in simple daily conversations.</p> <p>3. 2. <b>SI 2.</b> Learners can make simple conversations asking and answering questions about their likes and dislikes.</p> <p>3. 2. <b>SI 3.</b> Learners can ask for clarification in a simple conversation.</p> <p>3. 2. <b>SI 4.</b> Learners can have a chat about obligations and rules.</p> <p>3. 2. <b>SI 5.</b> Learners can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on a familiar topic.</p> <p>3. 2. <b>SI 6.</b> Learners can interact in pairs or in a group at a slower rate of speech.</p> <p><b>Writing</b></p> <p>3. 2. <b>W 1.</b> Learners can fill in a school timetable by using the given prompts.</p> <p>3. 2. <b>W 2.</b> Learners can write a simple short text by using at least twenty words about someone’s likes and dislikes with the aid of visual clues.</p> <p>3. 2. <b>W 3.</b> Learners can write short expository paragraphs.</p> <p>3. 2. <b>W 4.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>3. 2. <b>W 5.</b> Learners can rewrite the sentences to correct the false information by using prompts.</p> <p>3. 2. <b>W 6.</b> Learners can participate in shared writing activities (skits, research projects, posters, poems, etc.).</p>	<p>8. - I have to wear a uniform at school. -I have to bring in my textbooks.</p> <p>9. - Do you have to do homework every day? 10. - Every day? - Yes, every day. - Yes, I do.</p> <p>11. - Students must return books to the library on time.</p> <p>12. - First, I have two English lessons. Next, I have an Art lesson. Then, I have a History lesson. Finally, I have two Science lessons.</p>	
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Concept: Society

All about society

**TOPIC 3**  
**FAMILY AND HOME**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects& Games
		Communicative Objectives	Skills		
* Cooperating and helping each other taking responsibility for chores in a family * Compromising and reacting reasonably in family * Expressing opinions without hurting others' feelings * Not judging people by their physical appearance	1. Why is family important? 2. Who forms a family? 3. What makes a family special? 4. What do you want to learn about a new friend when you meet him or her for the first time? 5. How can you describe yourself to someone? 6. Which is important to you when you meet someone for the first time? Physical appearance or personality traits? Why?	1. Learners can talk about physical appearance. 2. Learners can enquire about physical appearance. 3. Learners can talk about personality traits. 4. Learners can enquire about personality traits. 5. Learners can talk about family members. 6. Learners can enquire about family members. 7. Learners can seek and give permission or state that permission is not given. 8. Learners can talk about flats or houses. 9. Learners can enquire about the parts of a flat or a house and whereabouts of people in a flat or a house. 10. Learners can name the furniture and household equipment. 11. Learners can describe things by size, shape and colour, etc. 12. Learners can enquire about whereabouts, quantities and descriptions of the furniture and household equipment.	<b>Listening</b> 3. 3. L 1. Learners can listen to and follow a picture story. 3. 3. L 2. Learners can listen to descriptive texts and get specific information. 3. 3. L 3. Learners can listen to very short texts attentively and extract necessary information. 3. 3. L 4. Learners can listen to simple daily conversations and detect correct information. 3. 3. L 5. Learners can describe his/her family, living conditions, present situation, people, places and possessions in simple terms. 3. 3. L 6. Learners can listen to recorded texts about familiar topics to deliver very short rehearsed phrases and expressions that are predictable and intelligible. 3. 3. L 7. Learners can listen to songs and sing along.  <b>Reading</b> 3. 3. R 1. Learners can read very short texts and extract specific information. 3. 3. R 2. Learners can read a very short picture story and get the gist of it. 3. 3. R 3. Learners can read and scan short simple texts and get necessary information. 3. 3. R 4. Learners can read short simple texts for comprehension with the aid of given visuals. 3. 3. R 5. Learners can read and recognize basic phrases in a poem. 3. 3. R 6. Learners can connect ideas in a text to create meaning. 3. 3. R 7. Learners can read and find details in a passage.	1. - Nancy is tall and slim. - Bob is short and thin. - Amy is my friend. She's got long blond hair. 2. - Is Andy plump? - Yes, he is. - Have you got long hair? - Yes, I have. - Have you got red hair? - No, I haven't. I've got brown hair. 3. - This is Linda. She's my true friend. She's kind and helpful. - Patrick's my classmate. He's hardworking. He's friendly. 4. - Is Mary cheerful? - Yes, she is. - Is she friendly? - Yes, she is. - What about you? Are you helpful? - Yes, I am. 5. - I've got a brother and three sisters. They are John, Nancy, Mike and Gary. 6. - Is this your grandpa? - Yes, he is. - How old is your grandpa? - He's sixty-seven. - What does your grandma look like? - She's short and plump. She's got grey hair and blue eyes. She's lovely. - Has your sister got blond hair? - Yes, she does. - Is she tall? - Yes, she is. 7. - Can I look at your family photo? - Yes, you can. / Sure./ Why not?	<b>PROJECT 1</b> Making up a cartoon family or toy family and making a photo album of this family or slide show talking about these family members (their physical appearance, personality traits, ages, quantities, etc.) <b>PROJECT 2</b> Making a booklet which has pages with pictures of their imaginary families and short notes about them such as physical appearance and personality traits  <b>GAME 1</b> Playing "Guess Who"  <b>GAME 2</b> Playing "Ask and Tell" about family members using flash cards

			<p><b>Spoken Production</b></p> <p>3. 3. SP 1. Learners can talk about their homes.</p> <p>3. 3. SP 2. Learners can give information about their family members.</p> <p>3. 3. SP 3. Learners can describe things in their rooms by size, shape or colour, etc.</p> <p>3. 3. SP 4. Learners can repeat for correct pronunciation.</p> <p>3. 3. SP 5. Learners can make a short presentation on a celebrity' s/famous person' s family after collecting necessary information.</p> <p>3. 3. SP 6. Learners can answer straightforward follow-up questions with some pauses and help.</p> <p><b>Spoken Interaction</b></p> <p>3. 3. SI 1. Learners can make simple short conversations asking and answering questions about family and home.</p> <p>3. 3. SI 2. Learners can make simple face- to-face dialogues about their families and homes.</p> <p>3. 3. SI 3. Learners can exchange information in face -to- face conversations.</p> <p>3. 3. SI 4. Learners can make simple short conversations seeking and giving permission or stating that permission is not given.</p> <p>3. 3. SI 5. Learners can ask people how they are and react to news.</p> <p><b>Writing</b></p> <p>3. 3. W 1. Learners can do picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>3. 3. W 2. Learners can complete very simple short texts by the help of given prompts.</p> <p>3. 3. W 3. Learners can write very simple descriptive paragraphs by the help of visuals.</p> <p>3. 3. W 4. Learners can make a family tree.</p> <p>3. 3. W 5. Learners can produce a simple and general summary of a story.</p>	<p>- No, you can't.</p> <p>- I'm sorry, you can't.</p> <p>- I'm afraid you can't.</p> <p>8. - I live in a flat. There is a living room in my flat. It's big.</p> <p>- This is our house. There is a kitchen and a living room downstairs.</p> <p>9. - What rooms are there upstairs?</p> <p>- There are two bathrooms and three bedrooms upstairs.</p> <p>- Is there a bathroom downstairs?</p> <p>- Yes, there is.</p> <p>- Where is Kate?</p> <p>- She's in the living room.</p> <p>- Is Ian in the bathroom?</p> <p>- Yes, he is.</p> <p>- Is Daisy in the kitchen?</p> <p>- No, she isn't. She's in her bedroom.</p> <p>10. - This/ that is a sofa.</p> <p>- This/ that is a kettle.</p> <p>- These are armchairs. They are soft and comfortable.</p> <p>- This isn't a fridge. It's a dishwasher.</p> <p>11. - There's a table in the kitchen. It's big and round. It's white.</p> <p>- There's a rug in the bathroom. It's small and rectangular.</p> <p>12. - How many cupboards are there in the kitchen?</p> <p>- There are six cupboards in the kitchen.</p> <p>- Are there any shelves in the kitchen?</p> <p>- Yes, there are four shelves on the wall.</p> <p>- Where are they?</p> <p>- They're on the left wall.</p>	<p><b>GAME 3</b></p> <p>Playing "Hot Seat" game</p>
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Concept: Society

All about society

**TOPIC 4  
NEIGHBOURHOOD**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
* Being courteous to others and being fair * Accepting responsibility for things around us and taking care of them	1. Have you ever got lost in an unfamiliar neighbourhood? If so, how did you feel? How did you find your way? 2. Have you ever helped someone who asks for directions? 3. How do you give directions to someone who wants to get to anywhere? 4. Do you think it is your responsibility to help someone on the road? 5. Do you give directions according to the locations of important buildings? 6. How can you offer assistance to someone if you think h/she needs help? 7. How can you accept or decline an offer?	1. Learners can talk about their neighbourhoods. 2. Learners can enquire about each other's neighbourhood. 3. Learners can talk about the locations of buildings, people and things. 4. Learners can enquire about the locations of buildings, people and things. 5. Learners can ask for and give directions. 6. Learners can attract attention by using basic phrases. 7. Learners can ask for help and respond to it. 8. Learners can offer assistance. 9. Learners can accept an offer. 10. Learners can decline an offer.	<b>Listening</b> 3. 4. L 1. Learners can listen to a simple text and identify necessary information. 3. 4. L 2. Learners can listen and extract specific information 3. 4. L 3. Learners can listen to daily conversations and assimilate meaning. 3. 4. L 4. Learners can listen to texts attentively and follow them. 3. 4. L 5. Learners can listen and catch the main points in short clear simple messages and announcements. 3. 4. L 6. Learners can summarize oral directions and passages by reproducing key words and phrases. 3. 4. L 7. Learners can listen and follow speech which is very slowly and carefully articulated with long pauses for him/ her and produce its written form. 3. 4. L 8. Learners can listen to and sing a nursery rhyme, a chant or a song. <b>Reading</b> 3. 4. R 1. Learners can read simple signs and notices in public places and identify necessary information. 3. 4. R 2. Learners can read simple conversations for comprehension. 3. 4. R 3. Learners can scan simple texts and get specific information. 3. 4. R 4. Learners can read and find details of a passage. 3. 4. R 5. Learners can read and ascertain the main idea of a text. 3. 4. R 6. Learners can connect ideas in a text to create meaning. <b>Spoken Production</b> 3. 4. SP 1. Learners can talk about their neighbours. 3. 4. SP 2. Learners can describe the buildings by size,	1. - There is a cinema, a restaurant, two cafés, a supermarket and blocks of apartments in our neighbourhood. - There is a tall building in my neighbourhood. It's grey and it's got big black windows. It's a big shopping mall. There are two cinemas, several cafés and lots of shops in this mall. 2. - Is there a hospital in your neighbourhood? - No, there isn't but there's a health centre. What about your neighbourhood? - We've got a big hospital in our neighbourhood. - Really? That's good. 3. - There is a big restaurant opposite the grocery. There is a coffee shop next to it. - Jane's at the cinema. 4. - Is the bank between your school and the park? - Yes, it is. - Where is the bank? - It's between the clothes shop and the post office. - Where are you? - I am at the library 5. - Excuse me! How can I go/ get to the bank?	<b>PROJECT 1</b> Making models of their imaginary neighbourhoods and giving presentations about them <b>PROJECT 2</b> Making simple conversations asking for and giving directions to the buildings in their school's neighbourhood and making a short video of their conversations <b>PROJECT 3</b> Making a model of a house or flat by using old materials and then making conversations about their models in the class <b>PROJECT 4</b> Making a short film which takes place in their houses or flats and presenting their films to their parents as a class project <b>GAME 1</b> Playing "Trace the

			<p>shape and/ or colour.</p> <p>3. 4. <b>SP 3.</b> Learners can talk about the locations of the buildings, people and things by showing the pictures of them.</p> <p>3. 4. <b>SP 4.</b> Learners can produce simple isolated sentences about the furniture and household equipment.</p> <p>3. 4. <b>SP 5.</b> Learners can talk about whereabouts of the furniture and household equipment and describe them by size, shape or colour.</p> <p>3. 4. <b>SP 6.</b> Learners can produce correct sounds of some basic phrases and expressions in monologues after repeating for correct pronunciation.</p> <p><b>Spoken Interaction</b></p> <p>3. 4. <b>SI 1.</b> Learners can interact properly at a slower rate of speech in pairs or in a group.</p> <p>3. 4. <b>SI 2.</b> Learners can ask for and give directions in simple short conversations.</p> <p>3. 4. <b>SI 3.</b> Learners can ask and answer questions about the locations of buildings, people and things in simple short conversations.</p> <p>3. 4. <b>SI 4.</b> Learners can attract attention, ask for help or offer help in simple short conversations.</p> <p>3. 4. <b>SI 5.</b> Learners can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p><b>Writing</b></p> <p>3. 4. <b>W 1.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or scramble puzzles.</p> <p>3. 4. <b>W 2.</b> Learners can look at a map of street and write a short conversation about asking for and giving directions.</p> <p>3. 4. <b>W 3.</b> Learners can fill in a text with the aid of visual clues about the locations of building, people and things.</p> <p>3. 4. <b>W 4.</b> Learners can write simple descriptive paragraphs by picking out and reproducing key words and phrases from short texts.</p> <p>3. 4. <b>W 5.</b> Learners can describe his/her neighbourhood, living conditions and present situations.</p>	<p>- Go straight ahead. Take the second turning. The bank is next to the post office.</p> <p>- Thank you.</p> <p>- You're welcome.</p> <p>6. - Excuse me!</p> <p>7. - Can you help me, please?</p> <p>- Could you tell me the way to the nearest bank?</p> <p>- Sure.</p> <p>8. - Can I help you?</p> <p>- May I help you?</p> <p>9. - Yes, please.</p> <p>- Thank you. It's kind of you.</p> <p>- Thanks. You're very kind.</p> <p>10. - No, thanks.</p> <p>- No, thank you.</p>	<p>Route" game using a map</p> <p><b>GAME 2</b></p> <p>Playing "Say Something within 5 Seconds" game</p>
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**TOPIC 5  
FOOD AND DRINKS**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
* Appreciating and following a balanced-diet * Building a healthy life style	<ol style="list-style-type: none"> <li>1. What do we need to consider when buying food and drinks?</li> <li>2. Where do we buy our food and drinks?</li> <li>3. What food and drinks do you prefer? Why?</li> <li>4. What food and drinks is your country famous for?</li> <li>5. Which recipes are popular in your hometown?</li> <li>6. Do meals of a country represent its culture?</li> </ol>	<ol style="list-style-type: none"> <li>1. Learners can enquire about food and drinks.</li> <li>2. Learners can talk about the actions in progress.</li> <li>3. Learners can enquire about the actions in progress.</li> <li>4. Learners can offer assistance and respond back appropriately.</li> <li>5. Learners can invite someone to do something.</li> <li>6. Learners can accept an offer or an invitation or decline an offer or an invitation.</li> <li>7. Learners can request others to do something.</li> <li>8. Learners can enquire about quantities of food and drinks.</li> <li>9. Learners can warn others not to consume unhealthy food.</li> <li>10. Learners can seek and give reasons.</li> </ol>	<p><b>Listening</b></p> <ol style="list-style-type: none"> <li>3. 5. L 1. Learners can listen to phrases and expressions related to food and drinks in clear and slow speech and classify them into groups of food and drinks, etc.</li> <li>3. 5. L 2. Learners can listen to a short recorded passages and sequence related pictures.</li> <li>3. 5. L 3. Learners can listen and extract essential information for YES/ NO questions and/ or WH- questions.</li> <li>3. 5. L 4. Learners can listen and follow simple short daily conversations.</li> <li>3. 5. L 5. Learners can listen and answer straightforward follow-up questions.</li> <li>3. 5. L 6. Learners can listen to songs and sing along.</li> </ol> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>3. 5. R 1. Learners can read and understand very short and simple texts about food and drinks, picking up familiar words and basic phrases and rereading as required.</li> <li>3. 5. R 2. Learners can read simple short texts for comprehension.</li> <li>3. 5. R 3. Learners can scan simple short texts and extract specific information.</li> <li>3. 5. R 4. Learners can read simple short texts and categorize related terms.</li> </ol> <p><b>Spoken Production</b></p> <ol style="list-style-type: none"> <li>3. 5. SP 1. Learners can talk about food and drinks by using limited words from his/ her repertoire and using gestures to clarify what s/he wants to say.</li> <li>3. 5. SP 2. Learners can talk about the actions in progress by the help of some visuals.</li> <li>3. 5. SP 3. Learners can talk about the</li> </ol>	<ol style="list-style-type: none"> <li>1. - Is this an omelette? - Yes, it is.</li> <li>2. - First, I'm washing the carrots.</li> <li>3. - What are you doing now? - I'm making spaghetti.</li> <li>4. - Can I help you? - Yes, please. - No, thanks.</li> <li>5. - Let's make a sandwich. - Shall we make a fruit salad?</li> <li>6. - Yes, please. - Thanks. - No, thank you. - Let's cut the strawberries in half. - Yes, why not? - Yes, let's do it.</li> <li>7. -Can you slice the bread, please?</li> <li>8. - Have you got any tomatoes? - Yes, I have some/ a lot of/ a few tomatoes. - No, I haven't got any tomatoes. - Have you got any water? - Yes, I have got some/ a little/ a lot of water. - No, I haven't got any water.</li> <li>9. - Be careful. Don't touch the stove.</li> <li>10. - Why? - Because it's hot.</li> </ol>	<p><b>PROJECT 1</b> Making their own recipes and filming them</p> <p><b>PROJECT 2</b> Conducting a "Healthy Lifestyle Awareness Day" or "Local Food Day" and then making presentations about food and drinks</p> <p><b>GAME 1</b> Guessing the target vocabulary about food and drinks using flash cards</p> <p><b>GAME 2</b> Playing "Hangman" about the target foods and drinks</p>

			<p>quantities of food and drinks.</p> <p>3. 5. SP 4. Learners can talk about needs.</p> <p>3. 5. SP 5. Learners can repeat for correct pronunciation.</p> <p><b>Spoken Interaction</b></p> <p>3. 5. SI 1. Learners can make simple purchases by stating what they want/ need and asking the price.</p> <p>3. 5. SI 2. Learners can order a meal by pointing to it.</p> <p>3. 5. SI 3. Learners can make conversations requesting others to do something and responding to requests.</p> <p>3. 5. SI 4. Learners can make simple conversations seeking and giving reasons.</p> <p>3. 5. SI 5. Learners can personalize and act out the given roles in structured situations and short conversations provided that the other person helps if needed.</p> <p>3. 5. SI 6. Learners can use phrases and expressions to indicate that s/he is following the speaker by using appropriate gestures.</p> <p><b>Writing</b></p> <p>3. 5. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>3. 5. W 2. Learners can complete shopping lists by the help of visual clues.</p> <p>3. 5. W 3. Learners can write simple short conversations about the actions in progress.</p> <p>3. 5. W 4. Learners can write simple recipes.</p> <p>3. 5. W 5. Learners can use spelling rules for plural forms of nouns.</p> <p>3. 5. W 6. Learners can write simple daily phrases and expressions.</p>		
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Concept: Responsibility

All about our responsibilities

TOPIC 6  
HEALTHY LIFE

Learning Objectives

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Engaging in personal behaviour that requires care for healthy life</p> <p>* Being sympathetic at someone's health problem</p>	<ol style="list-style-type: none"> <li>1. Who are healthy people?</li> <li>2. What qualities make people healthy?</li> <li>3. How can you have a healthy life?</li> <li>4. What words come to your mind when you consider healthy lifestyle?</li> <li>5. Why are some people having difficulty in eating healthily?</li> <li>6. Which foods are nutritious? How much do you consume them in a day/week/ month?</li> <li>7. What benefits does water have?</li> <li>8. How much water should a person consume on average in a day?</li> <li>9. What are the health benefits of yoghurt and milk?</li> <li>10. Do you know how to make yoghurt at home?</li> </ol>	<ol style="list-style-type: none"> <li>1. Learners can talk about illnesses and/or health problems.</li> <li>2. Learners can enquire about illnesses or health problems.</li> <li>3. Learners can talk about feelings.</li> <li>4. Learners can enquire about feelings.</li> <li>5. Learners can talk about daily habits.</li> <li>6. Learners can enquire about daily habits.</li> <li>7. Learners can advise others to do something.</li> <li>8. Learners can request assistance.</li> <li>9. Learners can solve some grade appropriate mathematical problems.</li> </ol>	<p><b>Listening</b></p> <ol style="list-style-type: none"> <li>3. 6. L 1. Learners can listen to a simple text and identify specific information.</li> <li>3. 6. L 2. Learners can listen to recorded texts and extract essential information about daily habits.</li> <li>3. 6. L 3. Learners can listen and follow speech which is very slowly and carefully articulated with long pauses for him/ her to assimilate meaning.</li> <li>3. 6. L 4. Learners can listen to a text and match related items.</li> <li>3. 6. L 5. Learners can listen and identify the topic of discussion that is constructed slowly and clearly.</li> <li>3. 6. L 6. Learners can listen and understand multi-step instructions addressed carefully and slowly to him/her and follow directions.</li> <li>3. 6. L 7. Learners can listen to songs and sing along.</li> </ol> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>3. 6. R 1. Learners can read simple texts for comprehension.</li> <li>3. 6. R 2. Learners can read for understanding messages.</li> <li>3. 6. R 3. Learners can read simple conversations and extract necessary information.</li> <li>3. 6. R 4. Learners can read simple texts and pick up familiar words and phrases.</li> <li>3. 6. R 5. Learners can read short and clear texts to attain the high frequency words that belong to international vocabulary.</li> <li>3. 6. R 6. Learners can read and recognize a basic poem, a chant or etc.</li> <li>3. 6. R 7. Learners can read and connect ideas in a text to create meaning.</li> <li>3. 6. R 8. Learners can read and find details of a passage.</li> </ol> <p><b>Spoken Production</b></p>	<ol style="list-style-type: none"> <li>1. - I have got the flu. I feel terrible.</li> <li>- Sam has got a toothache.</li> <li>- Ouch! I have got a cut on my finger.</li> <li>- What a pity!</li> <li>2. - What's the matter with Wendy? She looks terrible.</li> <li>- She's got a stomach ache.</li> <li>- How is she now?</li> <li>- She's in pain. She feels tired and unhappy.</li> <li>3. - I haven't got a pain in my leg. I feel better now.</li> <li>4. - How do you feel now?</li> <li>- I am not okay. I feel dizzy and sick.</li> <li>5. - I wash my face every day.</li> <li>- I brush my teeth twice a day.</li> <li>- Ronnie keeps her nails short and clean.</li> <li>6. - Do you brush your teeth every day?</li> <li>- Yes, I do.</li> <li>- How many times do you brush your teeth in a day?</li> <li>- Twice.</li> <li>7. - You should wash vegetables and fruits.</li> <li>- You should have a rest.</li> <li>- You shouldn't drink cold water.</li> <li>8. - Help! I cut my finger.</li> <li>- Okay! I'll put a bandage</li> </ol>	<p><b>PROJECT 1</b> Conducting a "Healthy Lifestyle Awareness Day" and making conversations about good healthy habits</p> <p><b>PROJECT 2</b> Preparing a monthly school magazine named "Healthy Lifestyle"</p> <p><b>PROJECT 3</b> Inviting a doctor to school and get information about healthy life or going to hospital</p> <p><b>GAME 1</b> Playing "What is the matter?" game giving suggestions about the certain illnesses</p> <p><b>GAME 2</b> Playing "Board Game" with pictures including daily routine activities to talk about how often students do them</p>

			<p>3. 6. <b>SP 1.</b> Learners can talk about their own daily habits by using visual aids.</p> <p>3. 6. <b>SP 2.</b> Learners can talk about someone’s habits by using visual aids.</p> <p>3. 6. <b>SP 3.</b> Learners can talk about their own feelings and/ someone’s feelings.</p> <p>3. 6. <b>SP 4.</b> Learners can talk about their or someone’s health problems.</p> <p>3. 6. <b>SP 5.</b> Learners can give some advice for the given situations.</p> <p>3. 6. <b>SP 6.</b> Learners can reproduce phrases and expressions after repeating them for correct pronunciation.</p> <p><b>Spoken Interaction</b></p> <p>3. 6. <b>SI 1.</b> Learners can make short simple conversations asking and answering questions about daily habits.</p> <p>3. 6. <b>SI 2.</b> Learners can act out simple conversations asking and answering questions about feelings.</p> <p>3. 6. <b>SI 3.</b> Learners can dramatize a short story about health problems.</p> <p>3. 6. <b>SI 4.</b> Learners can make simple short conversations about health problems or/ and illnesses.</p> <p>3. 6. <b>SI 5.</b> Learners can solve level appropriate mathematical problems in a small group.</p> <p><b>Writing</b></p> <p>3. 6. <b>W 1.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>3. 6. <b>W 2.</b> Learners can pick out and reproduce key words and phrases or short sentences from a short text such as an informal letter, an e-mail or an instant message.</p> <p>3. 6. <b>W 3.</b> Learners can complete a simple short text by inferring advice from pictures.</p> <p>3. 6. <b>W 4.</b> Learners can write simple sentences giving advice according to the given situations.</p>	<p>on it.</p> <p>- Can you help me? I have got a burn on my hand.</p> <p>- Sure. You should keep it in the cold water.</p> <p>-Ouch! That hurts!</p> <p>9. - Mr. Carter eats two apples a day. How many apples does he eat in four days?</p> <p>- <math>2+2+2+2= 8</math></p> <p>He eats eight apples in four days.</p>	
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Concept: Society

All about society

**TOPIC 7**  
**A TYPICAL DAY**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Using time effectively and appropriately</p> <p>* Developing a hobby to make good use of spare time</p>	<p>1. Do you think you should organise your day? Why?</p> <p>2. Why do your days look alike?</p> <p>3. Do you think being punctual is important? Why/Why not?</p> <p>4. Why do you think the ancient civilizations invented the clock? Why did they need it?</p> <p>5. How can you arrange your days?</p> <p>6. Why do people have different hobbies and skills?</p>	<p>1. Learners can tell the time.</p> <p>2. Learners can attract attention.</p> <p>3. Learners can enquire about the time.</p> <p>4. Learners can talk about their own daily routines.</p> <p>5. Learners can talk about someone's daily routines.</p> <p>6. Learners can enquire about daily routines.</p> <p>7. Learners can name the days of the week and the months of the year.</p> <p>8. Learners can enquire about days and months.</p> <p>9. Learners can talk about frequency of actions.</p> <p>10. Learners can enquire about frequency of actions.</p> <p>11. Learners can talk about hobbies and skills.</p> <p>12. Learners can enquire about hobbies and skills.</p>	<p><b>Listening</b></p> <p>3. 7. L 1. Learners can listen and get specific information about someone's daily routine.</p> <p>3. 7. L 2. Learners can listen to a simple text related to the time and fill in a table.</p> <p>3. 7. L 3. Learners can order the days of the week and the months of the year.</p> <p>3. 7. L 4. Learners can listen to a simple short text about daily routine and answer the questions.</p> <p>3. 7. L 5. Learners can listen attentively to teachers, other speakers and videos and take short notes.</p> <p><b>Reading</b></p> <p>3. 7. R 1. Learners can read and scan simple texts in order to find specific information.</p> <p>3. 7. R 2. Learners can use accompanying headings and illustrations to understand ideas in text.</p> <p>3. 7. R 3. Learners can read simple texts and identify the days of the week and the months of the year.</p> <p>3. 7. R 4. Learners can read and infer the meanings of unfamiliar words from the context by using their previous knowledge of words and context.</p> <p>3. 7. R 5. Learners can read simple short daily conversations for comprehension.</p> <p>3. 7. R 6. Learners can make predictions about likely events when reading.</p> <p>3. 7. R 7. Learners can read authentic texts to get information on topics of personal interest.</p> <p>3. 7. R 8. Learners can engage in silent sustained reading for about 15 minutes or more.</p> <p><b>Spoken Production</b></p> <p>3. 7. SP 1. Learners can talk about daily routines.</p> <p>3. 7. SP 2. Learners can produce simple isolated but meaningful sentences.</p> <p>3. 7. SP 3. Learners can tell the time and say the days of the week and the months of the year in their</p>	<p>1. - It's nine o'clock in the morning.</p> <p>- My English lesson starts at half past ten.</p> <p>2. - Excuse me!</p> <p>- Excuse me, please!</p> <p>3. - What time is it now?</p> <p>- It's a quarter to two in the afternoon.</p> <p>- What time does your Turkish lesson start?</p> <p>- It starts at a quarter past eleven in the morning.</p> <p>4. - I wake up at seven o'clock every day. I go to school at a quarter to nine. ...</p> <p>5. - Tina gets up at half past eight. She has breakfast and goes to school by bus. She has lunch at noon. ...</p> <p>6. - What time do you have breakfast?</p> <p>- At half past seven.</p> <p>- Do you go to school by bus?</p> <p>- No, I don't. I walk to school.</p> <p>7. - It's Monday.</p> <p>- It's January.</p> <p>8. - Excuse me! What day is it today?</p> <p>- It's Thursday.</p> <p>- What month is it now?</p> <p>- It's May.</p> <p>9. - I often play the guitar.</p> <p>- Tina never plays the piano.</p> <p>10. - How often does your sister do gymnastics?</p>	<p><b>PROJECT 1</b></p> <p>Making their own imaginary cartoon character and make a presentation about their imaginary characters' daily routines</p> <p><b>GAME 1</b></p> <p>Playing "Chinese Whispers" about daily routines</p> <p><b>GAME 2</b></p> <p>Playing "Timetable Board Game"</p>

			<p>conversations.</p> <p><b>3. 7. SP 4.</b> Learners can read stories, poems or descriptive text aloud paying attention to stress and intonation.</p> <p><b>3. 7. SP 5.</b> Learners can speak English using comprehensible pronunciation, stress and intonation.</p> <p><b>3. 7. SP 6.</b> Learners can describe an image using level appropriate language.</p> <p><b>Spoken Interaction</b></p> <p><b>3. 7. SI 1.</b> Learners can make short simple conversations about their own daily routines.</p> <p><b>3. 7. SI 2.</b> Learners can make conversations asking and answering questions about the time.</p> <p><b>3. 7. SI 3.</b> Learners can communicate in small chats about daily matters.</p> <p><b>3. 7. SI 4.</b> Learners can act out simple conversations.</p> <p><b>3. 7. SI 5.</b> Learners can ask for the meaning of a word in English or for the translation of specific words from Turkish.</p> <p><b>3. 7. SI 6.</b> Learners can contribute information and express ideas in class discussions and group tasks.</p> <p><b>Writing</b></p> <p><b>3. 7. W 1.</b> Learners can write short simple texts about daily routines by using up to thirty words.</p> <p><b>3. 7. W 2.</b> Learners can complete simple short conversations by using some clues.</p> <p><b>3. 7. W 3.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or scramble puzzles about the days of the week and the months of the year.</p> <p><b>3. 7. W 4.</b> Learners can use frequency adverbs and time expressions properly.</p> <p><b>3. 7. W 5.</b> Learners can rewrite in their own words.</p> <p><b>3. 7. W 6.</b> Learners can use spelling rules appropriately.</p>	<p>- Three times a week.</p> <p>- What about you?</p> <p>- I seldom do gymnastics. I do gymnastics once a month.</p> <p><b>11.</b> - I love drawing pictures.</p> <p>- Amy likes reading books.</p> <p>- Will loves playing basketball.</p> <p>- I love doing gymnastics.</p> <p>- Sam likes doing yoga but she doesn't like doing karate.</p> <p>- I am good at painting pictures.</p> <p>- Patrick is bad at doing sports.</p> <p><b>12.</b> – What do you do in your free time?</p> <p>- I read a book.</p> <p>- Do you fancy reading short stories?</p> <p>- Yes, I do.</p> <p>- Are you good at sports?</p> <p>- Yes, I do. I am good at playing basketball.</p> <p>- What about football?</p> <p>- I am bad at playing football.</p> <p>- Do you like singing songs?</p> <p>- Yes, I do.</p> <p>- Do you love collecting postcards?</p> <p>- No, I don't.</p> <p>- Does Nick love playing football?</p> <p>- Yes, he does.</p> <p>- Does Emma like painting pictures?</p> <p>- No, she doesn't.</p>	
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Concept: Responsibility

All about our responsibilities

**TOPIC 8  
LET'S CLEAN UP!**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects& Games
		Communicative Objectives	Skills		
<p>* Accepting responsibility for chores and working cooperatively in a group</p> <p>* Making decisions based on fairness and equality</p>	<p>1. Who should take responsibility for chores at home? Adults, children or both of them?</p> <p>2. Why is sharing responsibility important?</p> <p>3. Who shouldn't take responsibility for chores at home? Why?</p> <p>4. How can we arrange a day effectively?</p> <p>5. How can people build good habits?</p> <p>6. Is breaking bad habits more difficult than building good habits? Why? Why not?</p>	<p>1. Learners can make suggestions about daily chores.</p> <p>2. Learners can agree to a suggestion, an offer or invitation.</p> <p>3. Learners can decline a suggestion.</p> <p>4. Learners can give advice.</p> <p>5. Learners can request others to do something and respond to requests.</p> <p>6. Learners can ask for and offer assistance and accept an offer.</p> <p>7. Learners can talk about regular actions.</p> <p>8. Learners can express how often actions are done.</p> <p>9. Learners can enquire about frequency of actions.</p>	<p><b>Listening</b></p> <p>3. 8. L 1. Learners can listen to simple daily conversations and paraphrase them.</p> <p>3. 8. L 2. Learners can listen to simple short texts and identify specific information.</p> <p>3. 8. L 3. Learners can listen attentively and ascertain necessary information.</p> <p>3. 8. L 4. Learners can listen to simple short texts and follow them by the help of visuals.</p> <p>3. 8. L 5. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>3. 8. R 1. Learners can read simple short texts and find specific, predictable information in simple everyday material.</p> <p>3. 8. R 2. Learners can read simple texts and isolate the required information to locate specific information on charts or tables accurately.</p> <p>3. 8. R 3. Learners can read simple texts and use an idea of the overall meaning of unknown words from the context.</p> <p>3. 8. R 4. Learners can skim a simple short text and get the gist of it.</p> <p>3. 8. R 5. Learners can read simple short conversations for comprehension.</p> <p><b>Spoken Production</b></p> <p>3. 8. SP 1. Learners can point to pictures and talk about the frequency of actions.</p> <p>3. 8. SP 2. Learners can talk about how often they do some actions.</p> <p>3. 8. SP 3. Learners can repeat for correct</p>	<p>1. - Let's tidy up our desks. - How about putting away our textbooks and notebooks? - Shall we put away our pencils and crayons? - What about wiping off the dust on our desks?</p> <p>2. - All right. - Come on! Let's do it altogether. - That sounds good/ great. - It's a good idea. - Why not?</p> <p>3. - Sorry, but I'll do it later. - I'm sorry, but I'm busy now. - I'm afraid I am not in a good mood. / I am in a bad mood.</p> <p>4. - You should make your bed every morning. - You should clean up your room. - You shouldn't leave your desk untidy. - You must wash your hands after leaving the toilet. - You mustn't eat fruits before washing up them.</p> <p>5. - Can you lend me your crayons? - Sure. Here you are.</p> <p>6. - Excuse me! Can you help me, please? - Yes, I can. How can I help you?</p> <p>7. - We often dust the furniture. 8. - I always clean my room. - Jane usually keeps her locker tidy and clean. - Eric often throws rubbish into the bin.</p>	<p><b>PROJECT 1</b> Making a clock (They can make their own clock by using materials such as plastic plates, etc.) and talking about their daily routine expressing frequency of their daily actions</p> <p><b>PROJECT 2</b> Conducting a survey in school/family/neighbourhood about habits and responsibilities</p> <p><b>PROJECT 3</b> Making a short film about good habits and responsibilities</p> <p><b>GAME 1</b> Playing "Ask and Tell Me" game using tell cards about certain suggestions</p>

		<p>pronunciation.</p> <p>3. 8. SP 4. Learners can correct themselves when they make a mistake.</p> <p><b>Spoken Interaction</b></p> <p>3. 8. SI 1. Learners can make or respond to suggestions in a simple short conversation.</p> <p>3. 8. SI 2. Learners can offer and respond to advice in a face- to- face conversation.</p> <p>3. 8. SI 3. Learners can make simple conversations asking and answering questions about frequency of actions.</p> <p>3. 8. SI 4. Learners can interact with reasonable ease in structured situations and short conversations provided the other person helps if necessary.</p> <p>3. 8. SI 5. Learners can construct phrases on familiar topics with sufficient ease to handle short exchanges.</p> <p><b>Writing</b></p> <p>3. 8. W 1. Learners can write simple short texts about how often they do some daily actions by coping out single words and short sentences.</p> <p>3. 8. W 2. Learners can summarize a text in the form of lists and charts.</p> <p>3. 8. W 3. Learners can take notes about daily matters.</p> <p>3. 8. W 4. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>3. 8. W 5. Learners can use the punctuation marks properly.</p> <p>3. 8. W 6. Learners can write simple short opinion paragraphs about responsibility by using 30-50 words.</p>	<p>- Mark never throws rubbish onto the floor.</p> <p>9. – How often do you tidy your desk?</p> <p>- I usually tidy my desk once a week.</p>	
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<p>Concept: <b>Change</b></p> <p>All about change</p> <p><b>TOPIC 9</b></p>
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**NATURE AND CLIMATE CHANGE**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Appreciating nature and taking care of nature</p> <p>* Being responsible of their environment</p> <p>*Raising awareness about recycling materials</p>	<ol style="list-style-type: none"> <li>1. Why should we protect the environment?</li> <li>2. Why do we explore nature?</li> <li>3. How do we explore nature?</li> <li>4. Do animals and plants adapt themselves to their new environments? How?</li> <li>5. Do animals live in different habitats?</li> <li>6. Which animals live in the water and which animals live on land?</li> <li>7. What would your habitat be like if you were a wild rainforest plant or animal?</li> <li>8. Which skills would you build to adapt to your environment?</li> <li>9. How would you stay safe?</li> <li>10. How would you deal with the problems around you?</li> </ol>	<ol style="list-style-type: none"> <li>1. Learners can identify geographical features.</li> <li>2. Learners can describe geographical features by size and/or colour.</li> <li>3. Learners can talk about animals.</li> <li>4. Learners can talk about animals' habitats.</li> <li>5. Learners can talk about the weather conditions.</li> <li>6. Learners can exchange information.</li> <li>7. Learners can talk about seasons.</li> <li>8. Learner can describe the actions that are going on for a period of time.</li> <li>9. Learners can talk about the actions that are going on for a period of time.</li> <li>10. Learners talk about general truths.</li> </ol>	<p><b>Listening</b></p> <p>3. 9. L 1. Learners can listen to a simple text and extract essential information about geographical features and/ or animals.</p> <p>3. 9. L 2. Learners can listen to a simple authentic text and recognize a landscape.</p> <p>3. 9. L 3. Learners can listen to songs and sing along.</p> <p>3. 9. L 4. Learners can listen and catch the main point in short, clear and simple messages.</p> <p>3. 9. L 5. Learners can listen to some educational programs and find specific information.</p> <p>3. 9. L 6. Learners can listen to a simple text and derive the probable meaning of unknown words from the context.</p> <p><b>Reading</b></p> <p>3. 9. R 1. Learners can read very short texts and identify necessary information.</p> <p>3. 9. R 2. Learners can read very short expository paragraphs for comprehension.</p> <p>3. 9. R 3. Learners can read and understand the topic related to authentic texts.</p> <p>3. 9. R 4. Learners can read texts about scientific events and isolate necessary information to locate them on an illustration.</p> <p><b>Spoken Production</b></p> <p>3. 9. SP 1. Learners can give a simple description or presentation of scientific processes as a short series of simple phrases and sentences linked into a list.</p> <p>3. 9. SP 2. Learners can make a simple presentation using key words and phrases.</p> <p>3. 9. SP 3. Learners can repeat for correct pronunciation.</p> <p>3. 9. SP 4. Learners can resume their conversations after making some evident reformulation.</p>	<ol style="list-style-type: none"> <li>1. - This is a valley.</li> <li>- That is a hill.</li> <li>2. - This is a river. It's long and blue.</li> <li>- This is a mountain. It's high and grey.</li> <li>- That is a field. It's big and wide.</li> <li>3. - This/ that is a zebra. It has got a long neck. It has got small ears.</li> <li>- These/ those are cheetahs. They've got strong legs. They can run fast.</li> <li>4. - Fish live in the water.</li> <li>- Horses live on land.</li> <li>5. - What is the weather like today?</li> <li>- It's sunny and hot.</li> <li>6. - Are those elephants?</li> <li>- Yes, they are.</li> <li>- What do they look like?</li> <li>- They are very big and grey. They've got big ears. They've got a thin tail.</li> <li>- Where do they live?</li> <li>- They live in the mountains.</li> <li>- They can swim.</li> <li>- Really?</li> <li>- Yes, they are good swimmers.</li> <li>7. - There are heavy rains in the spring in the Black Sea Region.</li> <li>- It's too hot and dry in the summer in the Eastern Anatolian Region.</li> <li>8. - It's getting hotter nowadays.</li> <li>9. - Sam is doing a Spanish course.</li> </ol>	<p><b>PROJECT 1</b></p> <p>Making models of Turkey's well-known geographical features using play dough and presenting it</p> <p><b>PROJECT 2</b></p> <p>Making up an imaginary animal that has a variety of skills such as camouflaging itself to survive in the wild and making a presentation about it</p> <p><b>PROJECT 3</b></p> <p>Conducting a campaign to save stray animals and organizing trips to animal shelters</p> <p><b>PROJECT 4</b></p> <p>Spending a day in nature listening to the sounds in nature, exploring trees and plants and taking notes about every detail</p> <p><b>PROJECT 5</b></p> <p>Recording a short documentary video about an expedition in the countryside</p> <p><b>PROJECT 6</b></p> <p>Adopting an endangered animal on a website and taking responsibility of its survival</p> <p><b>GAME 1</b></p> <p>Playing "Hangman" about animals</p>

			<p>3. 9. SP 5. Learners can reproduce very short, isolated but meaningful utterances.</p> <p><b>Spoken Interaction</b></p> <p>3. 9. SI 1. Learners can ask and answer questions about geographical features.</p> <p>3. 9. SI 2. Learners can exchange information about animals.</p> <p>3. 9. SI 3. Learners can make simple short conversations asking and answering questions about animals.</p> <p>3. 9. SI 4. Learners can use simple techniques to start, maintain or end a short conversation.</p> <p>3. 9. SI 5. Learners can communicate on familiar and routine matters by exchanging limited information.</p> <p><b>Writing</b></p> <p>3. 9. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>3. 9. W 2. Learners can write very short descriptive paragraphs with the aid of visuals.</p> <p>3. 9. W 3. Learners can pick out and reproduce key words and phrases or short sentences from a short text within the learners' limited competence and experience.</p> <p>3. 9. W 4. Learners can write a persuasive paragraph about the protection of nature and endangered animals in a group.</p> <p>3. 9. W 5. Learners can link ideas in a text using connectors such as "and", "but", "because" and "or" by the help of some prompts.</p> <p>3. 9. W 6. Learners can compose a descriptive paragraph by participating actively in brainstorming as a pre-writing activity.</p>	<p>10.- Birds fly to warmer places in the autumn. Because they can travel long distances.</p>	<p><b>GAME 2</b> Playing "Who Can...?" to guess the animals considering their abilities</p>
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<p>Concept: <b>Society</b></p> <p><i>All about society</i></p>
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**TOPIC 10  
STORY TIME**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects& Games
		Communicative Objectives	Skills		
<p>* Appreciating the value of their own culture and traditions</p> <p>*Showing respect for other cultures and traditions</p>	<p>1. What are some traditional fables that come from your country and from around the world?</p> <p>2. Why do kids love listening to stories or reading stories?</p> <p>3. Why do we love happy endings?</p> <p>4. What kind of moral messages do stories give us?</p> <p>5. Should we take the messages of stories seriously or ignore them?</p>	<p>1. Learners can talk about the past situations.</p> <p>2. Learners can enquire about the past situations.</p> <p>3. Learners can talk about the past events.</p> <p>4. Learners can enquire about the past events.</p> <p>5. Learners can confirm the information or ask for confirmation by using tag questions.</p> <p>6. Learners can talk about the past actions in progress.</p> <p>7. Learners can enquire about the past actions in progress.</p> <p>8. Learners can talk about interrupted past actions in progress by using connectors such as “when” and “while”.</p>	<p><b>Listening</b></p> <p>3. 10. L 1. Learners can follow and outline the main events of a picture story.</p> <p>3. 10. L 2. Learners can listen to simple short texts and extract specific information.</p> <p>3. 10. L 3. Learners can listen to daily conversations and get necessary information.</p> <p>3. 10. L 4. Learners can listen for stress and intonation in the speech and understand implied meaning.</p> <p>3. 10. L 5. Learners can listen to a story, summarise the plot, discuss, and compare the characters.</p> <p>3. 10. L 6. Learners can listen to and sing a nursery rhyme, a chant or a song.</p> <p><b>Reading</b></p> <p>3. 10. R 1. Learners can read simple short stories and state necessary information to sequence the related illustrations.</p> <p>3. 10. R 2. Learners can read simple short texts and scan them to locate specific information on lists and isolate the information required.</p> <p>3. 10. R 3. Learners can read simple short stories and determine the main idea.</p> <p>3. 10. R 4. Learners can use an English dictionary to check the meaning of new words.</p> <p>3. 10. R 5. Learners can use accompanying headings and illustrations to understand ideas in a text.</p> <p>3. 10. R 6. Learners can identify the title and the author of a book.</p> <p>3. 10. R 7. Learners can identify new words from a short story book.</p> <p>3. 10. R 8. Learners can read and state the main points of a story.</p> <p><b>Spoken Production</b></p> <p>3. 10. SP 1. Learners can talk about the past events by using linking words.</p> <p>3. 10. SP 2. Learners can retell a story by the help of</p>	<p>1. - It was hot and sunny yesterday.</p> <p>2. – Were you excited before exam?</p> <p>3. – I went to school yesterday.</p> <p>- Kevin had breakfast at nine o'clock yesterday morning.</p> <p>4. – Did Tina call you yesterday?</p> <p>- Yes, she did. / No, she didn't.</p> <p>5. – Amy ate an apple, didn't she?</p> <p>- Bob drank a glass of water, didn't he?</p> <p>6. – She was reading aloud the poem.</p> <p>7. – Was Rick talking to someone else on the phone?</p> <p>- Yes, he was.</p> <p>8. – Gary stopped singing when his sister came in his room.</p> <p>- The birds were sitting in the tree while the cat was looking at them.</p> <p>– The kids were playing basketball when their parents took their pictures.</p> <p>- The athletes were running to the finish line while we were taking pictures of them.</p> <p>9. –Emma is from Germany. She is German</p> <p>-Ali is from Turkey. He is</p>	<p><b>PROJECT 1</b></p> <p>Making cards of actions and then talking about their past actions by showing these cards</p> <p><b>PROJECT 2</b></p> <p>Keeping a diary about their past events and then voting for “The Best Diary in the Class”</p> <p><b>PROJECT 3</b></p> <p>Writing and telling short stories from different cultures and nationalities or acting out these stories in their national costumes</p> <p><b>GAME 1</b></p> <p>Playing “Irregular Verbs Bingo”</p> <p><b>GAME 2</b></p> <p>Playing “Folding Story”</p>

		<p>visuals.</p> <p><b>3. 10. SP 3.</b> Learners can summarize a story by paying attention to correct pronunciation of regular verbs in the past form.</p> <p><b>3. 10. SP 4.</b> Learners can personalize a story in a short play paying attention to stress, intonation and pronunciation.</p> <p><b>Spoken Interaction</b></p> <p><b>3. 10. SI 1.</b> Learners can talk about interrupted actions in progress by using connectors such as “when” and “while”.</p> <p><b>3. 10. SI 2.</b> Learners can make simple short conversations about the events of stories.</p> <p><b>3. 10. SI 3.</b> Learners can ask for confirmation for the past events (both completed and in progress) in pairs.</p> <p><b>3. 10. SI 4.</b> Learners can ask and answer questions about the past events.</p> <p><b>3. 10. SI 5.</b> Learners can make simple and routine face-to-face conversations by exchanging information.</p> <p><b>Writing</b></p> <p><b>3. 10. W 1.</b> Learners can write a beginning or an ending for a short story.</p> <p><b>3. 10. W 2.</b> Learners can write isolated phrases and sentences for a picture story.</p> <p><b>3. 10. W 3.</b> Learners can write very short basic descriptions of events and past activities by the help of visuals.</p> <p><b>3. 10. W 4.</b> Learners can complete narrative paragraphs by the help of given prompts.</p> <p><b>3. 10. W 5.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p><b>3. 10. W 6.</b> Learners can write a series of simple phrases and sentences linked with simple connectors such as “and”, “but”, “or” and “because”.</p>	Turkish.	
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## 7. CONCEPT TABLE FOR THE FOURTH GRADE

<b>CONCEPT 1</b> Identity	<b>CONCEPT 2</b> Society	<b>CONCEPT 3</b> Responsibility	<b>CONCEPT 4</b> Change
<b>THEME 1</b> All about me	<b>THEME 2</b> All about society	<b>THEME</b> All about our responsibilities	<b>THEME 4</b> All about change
<b>TOPIC</b> My friends	<b>TOPIC</b> School life	<b>TOPIC</b> Healthy life	<b>TOPIC</b> Technology
	<b>TOPIC</b> Shopping		<b>TOPIC</b> The future
	<b>TOPIC</b> Social life		<b>TOPIC</b> Nature and life cycle
	<b>TOPIC</b> Short stories		<b>TOPIC</b> History

## 8. FRAMEWORK OF THE COMMUNICATIVE OBJECTIVES FOR THE FOURTH GRADE

Concept: Identity					
All about me					
TOPIC 1					
MY FRIENDS					
VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Appreciating friendship and not judging their friends by their appearance</p> <p>* Accepting people as they are</p> <p>* Recognizing that others' viewpoints and opinions may differ from their own viewpoints and opinions and compromising with them</p>	<p>1. Why do you call some of your friends best friends?</p> <p>2. What personality traits make your best friends special for you?</p> <p>3. What common qualities do you think make friendship unique and special?</p> <p>4. Why is friendship very important for you?</p> <p>5. Do animals make good friends? If yes, how?</p> <p>6. Do you know any true stories about friendship?</p> <p>7. Is it possible to make friendship last forever?</p> <p>8. How can you make your friendship last forever?</p> <p>9. Do you always get on well with all your friends?</p> <p>10. For what reasons do you usually argue with your friends about?</p>	<p>1. Learners can recognize and enquire about colours.</p> <p>2. Learners can recognize numbers from one to one thousand.</p> <p>3. Learners can enquire about someone's age.</p> <p>4. Learners can introduce someone to someone else and give further personal information about him/ her.</p> <p>5. Learners can enquire about someone's personal details such as name, age, etc.</p> <p>6. Learners can describe someone by their physical appearance.</p> <p>7. Learners can describe someone by their personality traits.</p> <p>8. Learners can enquire about someone's physical appearance and personality traits.</p>	<p><b>Listening</b></p> <p>4. 1. L 1. Learners can listen to simple recorded texts to find specific information.</p> <p>4. 1. L 2. Learners can listen to clear and short texts to assimilate meaning.</p> <p>4. 1. L 3. Learners can listen and identify necessary information.</p> <p>4. 1. L 4. Learners can listen to simple conversations and get the main ideas of them.</p> <p>4. 1. L 5. Learners can listen and select necessary phrases and expressions provided that speech is clearly and slowly articulated.</p> <p>4. 1. L 6. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>4. 1. R 1. Learners can read and recognize simple and basic phrases and expressions.</p> <p>4. 1. R 2. Learners can read very short texts and scan to get specific information about personal details such as names, age, etc.</p> <p>4. 1. R 3. Learners can read and skim a simple text to get the gist of it.</p> <p>4. 1. R 4. Learners can read descriptive paragraphs attentively and get necessary information in detail.</p> <p>4. 1. R 5. Learners can read very short texts attentively for comprehension.</p> <p>4. 1. R 6. Learners can read texts and identify familiar words, phrases and expressions.</p> <p>4. 1. R 7. Learners can read and identify and understand the functions of some parts</p>	<p>1. - What colour is your hair? - It's brown.</p> <p>- What colour are your eyes? - They're brown.</p> <p>2. - My door number is twenty-five. - She is in class number seven/ she is in classroom seven.</p> <p>3. - How old is your (best) friend? - S/he is nine (years old).</p> <p>4. - This is Kate. She's my classmate. She's eight years old. Her lucky number is nine. Her/ his favourite colour is green.</p> <p>- This is Bob. He's my classmate. He's eight years old. His lucky number is six. His favourite colour is red.</p> <p>5. - Is this your classmate? - Yes, she sits in front of me. - What's her name? - Her name's Linda. - How old is she? - She's nine years old.</p> <p>6. - Bob is short. He has got short hair and blue eyes.</p> <p>7. - Tim is easy going. - Vicky is energetic. - Ron is hard- working.</p> <p>8. - What do you look like? - I am of average height. I've got brown eyes and brown hair. - What are you like? - I am hard- working and easy going.</p>	<p><b>PROJECT 1</b> Making up imaginary characters and talking about their physical appearance, personality traits and giving personal details</p> <p><b>PROJECT 2</b> Bring in their best friends' photos and making a presentation about their best friends' appearance, personality traits and personal details</p> <p><b>PROJECT 3</b> Preparing a catalogue of "Best Friend Forever"</p> <p><b>GAME 1</b> Playing "Missing Number Game"</p> <p><b>GAME 2</b> Playing "Guess Who ...?"</p>

	<p>11. What do you do to make up with your best friend when you argue with him/her?</p> <p>12. If you took a chance to have a new best friend, what would you do to make your friendship special for both of you?</p>		<p>of speech (noun, verb, adjective, pronoun, article, etc.).</p> <p><b>Spoken Production</b></p> <p><b>4. 1. SP 1.</b> Learners can talk about their own physical appearance and personality traits.</p> <p><b>4. 1. SP 2.</b> Learners can talk about factual information.</p> <p><b>4. 1. SP 3.</b> Learners can produce simple isolated phrases.</p> <p><b>4. 1. SP 4.</b> Learners can give personal information about their friends.</p> <p><b>4. 1. SP 5.</b> Learners can answer a limited number of straightforward follow up questions.</p> <p><b>4. 1. SP 6.</b> Learners can repeat simple phrases for correct pronunciation.</p> <p><b>Spoken Interaction</b></p> <p><b>4. 1. SI 1.</b> Learners can initiate, maintain and end simple face-to-face conversations.</p> <p><b>4. 1. SI 2.</b> Learners can make simple conversations asking and answering questions about physical appearance and personality traits.</p> <p><b>4. 1. SI 3.</b> Learners can communicate in simple and routine tasks using simple phrases to ask for or provide simple information.</p> <p><b>4. 1. SI 4.</b> Learners can make simple conversations by asking and answering simple questions about personal details.</p> <p><b>4. 1. SI 5.</b> Learners can exchange information during face- to- face conversations.</p> <p><b>Writing</b></p> <p><b>4. 1. W 1.</b> Learners can pick out and reproduce key words and phrases or short sentences from a short text within their limited competence and experience.</p> <p><b>4. 1. W 2.</b> Learners can write descriptive paragraphs about some celebrities, famous authors, athletes and so on.</p> <p><b>4. 1. W 3.</b> Learners can write very short</p>		
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			<p>texts about themselves giving their own personal information.</p> <p><b>4. 1. W 4.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p><b>4. 1. SI 5.</b> Learners can write words and phrases for correct spelling via dictation.</p>		
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**TOPIC 2  
SCHOOL LIFE**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Appreciating the value of education</p> <p>* Recognizing that rules make our lives easier</p>	<p>1. Do you think learning is a lifelong process?</p> <p>2. Why is education so important for the development of a human being?</p> <p>3. What are the benefits of going to school?</p> <p>4. How can we value education?</p> <p>5. What are common aspects of all schools around the world?</p> <p>6. What do you think about home schooling?</p> <p>7. Have you ever heard about different schools? If so what do you know?</p> <p>8. What would happen if you didn't go to school?</p> <p>9. If you would like to make a difference in education, what would you do?</p> <p>10. How can you describe a well-educated person?</p> <p>11. What are the differences between literate people and illiterate people?</p>	<p>1. Learners can talk about school subjects.</p> <p>2. Learners can enquire about school subjects.</p> <p>3. Learners can talk about everyday situations that last over a long period of time.</p> <p>4. Learners can correct themselves when they make a mistake and hesitate.</p> <p>5. Learners can enquire about everyday situations that last over a long period of time.</p> <p>6. Learners can express obligations to do something.</p> <p>7. Learners can enquire if someone is obliged to do something or not.</p> <p>8. Learners can ask for clarification.</p> <p>9. Learners can express fixed arrangements.</p> <p>10. Learners can enquire about scheduled arrangements.</p> <p>11. Learners can express probability and possibility.</p>	<p><b>Listening</b></p> <p>4. 2. L 1. Learners can listen to a simple text and match related items.</p> <p>4. 2. L 2. Learners can listen and follow speeches when very slowly and carefully articulated with long pauses.</p> <p>4. 2. L 3. Learners can listen to recorded texts to find specific information.</p> <p>4. 2. L 4. Learners can listen to recorded texts and detect familiar phrases and sentences.</p> <p>5. 4. 2. L. Learners can listen to and recall familiar words or phrases in a nursery rhyme, a chant or a song.</p> <p><b>Reading</b></p> <p>4. 2. R 1. Learners can read short and clear texts for comprehension.</p> <p>4. 2. R 2. Learners can read simple texts on familiar matters and determine the high frequency everyday vocabulary.</p> <p>4. 2. R 3. Learners can read short texts such as messages and scan them to get specific information.</p> <p>4. 2. R 4. Learners can read and follow sentences in which words are substituted.</p> <p>4. 2. R 5. Learners can read and isolate the information required.</p> <p>4. 2. R 6. Learners can extract items of information from an unfamiliar text.</p> <p>4. 2. R 7. Learners can read and follow instructions on worksheets and test papers (Use words from the box to complete the text.).</p> <p>4. 2. R 8. Learners can use an English dictionary to check the meanings of new words.</p> <p><b>Spoken Production</b></p> <p>4. 2. SP 1. Learners can interpret a school timetable by the help of visuals.</p> <p>4. 2. SP 2. Learners can produce simple isolated phrases and sentences.</p> <p>4. 2. SP 3. Learners can understand and respond to questions addressed slowly and carefully to them.</p>	<p>1. - I have got two Maths lessons today. Then I have got two Music lessons.</p> <p>2. - Have you got any Spanish lessons today? - No, I haven't got any Spanish lessons but I've got some Turkish lessons today. - How many Turkish lessons have you got? - Two.</p> <p>3. - My lessons start at half past eight and they finish at three o'clock. - I wake up at half past six every morning. Then I get dressed and have breakfast.</p> <p>4. - I've got an Art lesson at three o'clock. Err... Sorry! Not three o'clock. It's at half past two.</p> <p>5. - Do you have a shower every morning? - No, I don't.</p> <p>6. - I have to bring in my school ID card every day.</p> <p>7. - Do you have to wear a uniform every day?</p> <p>8. - Uniform? - Yes, uniform. - No, we don't.</p> <p>9. - My English lesson starts at half past two and it finishes at twenty past three.</p> <p>10. - What time does the geography lesson start? - It starts at eleven o'clock in the morning.</p>	<p><b>PROJECT 1</b> Starting "Sister School Project"</p> <p><b>PROJECT 2</b> Searching about home schooling and learning about the benefits and disadvantages</p> <p><b>PROJECT 3</b> Selecting and reading grade and theme appropriate books in English from class and school libraries</p> <p><b>GAME 1</b> Playing "Board Game" including half sentences to complete</p> <p><b>GAME 2</b> Playing "Finding Differences" demonstrating two pictures of a person's weekdays and weekends</p>

			<p>4. 2. SP 4. Learners can read aloud with appropriate intonation, stress and inflection.</p> <p>4. 2. SP 5. Learners can repeat for correct pronunciation.</p> <p><b>Spoken Interaction</b></p> <p>4. 2. SI 1. Learners can communicate in simple tasks using simple phrases to ask for and provide simple information on everyday matters.</p> <p>4. 2. SI 2. Learners can make conversations asking and answering questions.</p> <p>4. 2. SI 3. Learners can ask for clarification in a simple conversation using gestures to clarify what s/he wants to say.</p> <p>4. 2. SI 4. Learners can participate in short conversations in routine contexts on topic of interest.</p> <p>4. 2. SI 5. Learners can ask and answer questions to complete a table (information gap activity).</p> <p><b>Writing</b></p> <p>4. 2. W 1. Learners can write simple notes, messages or dialogues relating to matters in areas of immediate need.</p> <p>4. 2. W 2. Learners can write expository paragraphs giving information.</p> <p>4. 2. W 3. Learners can write a short list about obligations for a public place.</p> <p>4. 2. W 4. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p>4. 2. W 5. Learners can rewrite the phrases or sentences to correct the false information using clues to make predictions.</p> <p>4. 2. W 6. Learners can ask for and pass on information in a written form.</p> <p>4. 2. W 7. Learners can combine simple sentences to form complex ones using connectors and linking expressions to link ideas.</p>	
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**TOPIC 3  
SHOPPING**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Being courteous to others and using polite language in public</p> <p>* Respecting people in public and taking turns whilst in a queue</p>	<p>1. Which language do you use in public?</p> <p>2. What are the benefits of using polite language in public?</p> <p>3. Do you think you can make a good impression when you use polite language in public?</p> <p>4. How can you use body language in order to support your spoken language?</p> <p>5. In which cultures do people bow to greet people?</p> <p>6. How do people use body language to show respect to people?</p>	<p>1. Learners can enquire about food and drinks.</p> <p>2. Learners can talk about the incomplete or unfinished actions in progress at this moment.</p> <p>3. Learners can put the actions in a logical sequence by using “first”, “second”, “then” and “finally”.</p> <p>4. Learners can enquire about the actions in progress at this moment.</p> <p>5. Learners can invite someone to do something.</p> <p>6. Learners can request others to do something.</p> <p>7. Learners can talk about quantities of food and drinks.</p> <p>8. Learners can enquire about quantities of food and drinks.</p> <p>9. Learners can seek and give opinions/ ideas.</p> <p>10. Learners can talk about their needs.</p> <p>11. Learners can enquire about their needs.</p> <p>12. Learners can talk about healthy and unhealthy food.</p>	<p><b>Listening</b></p> <p>4. 3. L 1. Learners can listen to a simple text and identify essential information.</p> <p>4. 3. L 2. Learners can listen to daily conversations attentively and understand them in detail.</p> <p>4. 3. L 3. Learners can listen and extract essential information for YES/ NO questions and/ or WH-questions.</p> <p>4. 3. L 4. Learners can listen to daily conversations and select phrases and sentences provided the speech is clearly and slowly articulated.</p> <p>4. 3. L 5. Learners can listen for stress and intonation in speech and understand implied meaning.</p> <p>4. 3. L 6. Learners can listen attentively to teachers, other speakers, CDs or videos.</p> <p>4. 3. L 7. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>4. 3. R 1. Learners can read clear daily conversations and locate specific information.</p> <p>4. 3. R 2. Learners can read simple texts and distinguish the high frequency words related to international vocabulary from other words.</p> <p>4. 3. R 3. Learners can read and scan for specific and predictable information in simple everyday materials such as menus, price tags and so on.</p> <p>4. 3. R 4. Learners can read and make predictions about likely events by using clues.</p> <p>4. 3. R 5. Learners can use previous knowledge of words and context to infer the meanings of unfamiliar words.</p> <p>4. 3. R 6. Learners can engage in silent sustained reading for about fifteen minutes.</p> <p>4. 3. R 7. Learners can read clear texts to analyse the information on familiar topics.</p> <p><b>Spoken Production</b></p> <p>4. 3. SP 1. Learners can talk about factual information.</p> <p>4. 3. SP 2. Learners can understand and respond to</p>	<p>1. – What is this? Is it an omelette? - Yes, it is. - Err... but it looks like scrambled eggs.</p> <p>2. – The chef is chopping the onion now.</p> <p>3. – First, I’m washing the fruits. Second, I’m peeling them . Then, I’m cutting them into small pieces. Finally, I’m mixing them in a big bowl.</p> <p>4. – What are you doing now? - I’m making a chocolate cake.</p> <p>5. - Let’s make chicken soup. - Shall we make a pizza? – What/ How about cutting the pears in half?</p> <p>6. – Please can you weigh the oranges for me?</p> <p>7. – I have got a few tomatoes. - She hasn’t got many apples. - They’ve got a little bread. - We’ve got a carton of milk.</p> <p>8. – Have you got any tomatoes? - Yes, I have some/ a lot of/ a few tomatoes. - No, I haven’t got any</p>	<p><b>PROJECT 1</b> Filming “Cookery Show Program” in which students cook their own recipes</p> <p><b>PROJECT 2</b> Conducting a healthy lifestyle awareness day or local food day and then making presentations about food and drinks which they’re showing</p> <p><b>PROJECT 3</b> Taking roles of salespersons in a greengrocer’s or a supermarket and customers and acting out funny and interesting dialogues</p> <p><b>PROJECT 4</b> Going to a mall and learning spending money appropriately</p> <p><b>GAME 1</b> Playing “Ask and Tell” with a board including countable and uncountable nouns to ask and answer questions (How much ...? How many ...?)</p>

			<p>questions addressed slowly and carefully to them.</p> <p><b>4. 3. SP 3.</b> Learners can recite a recipe by putting the actions in a logical sequence by using “first”, “second”, “then” and “finally”.</p> <p><b>4. 3. SP 4.</b> Learners can repeat simple phrases for correct pronunciation.</p> <p><b>Spoken Interaction</b></p> <p><b>4. 3. SI 1.</b> Learners can ask and answer questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics.</p> <p><b>4. 3. SI 2.</b> Learners can perform a role-play using a slower rate of speech.</p> <p><b>4. 3. SI 3.</b> Learners can ask and answer questions about quantities of food and drinks in daily conversations.</p> <p><b>4. 3. SI 4.</b> Learners can make simple routine exchanges without undue effort in face- to - face conversations.</p> <p><b>Writing</b></p> <p><b>4. 3. W 1.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p><b>4. 3. W 2.</b> Learners can complete short texts with the aid of visual clues.</p> <p><b>4. 3. W 3.</b> Learners can write steps of a recipe by using “first”, “second”, “then” and “finally”.</p> <p><b>4. 3. W 4.</b> Learners can pick out and reproduce key words and phrases or short sentences from a short text within his/ her limited competence and experience.</p> <p><b>4. 3. W 5.</b> Learners can develop a basic planning technique like brain mapping before writing a text / paragraph.</p> <p><b>4. 3. W 6.</b> Learners can generate and organize ideas on a web or chart before writing a draft.</p>	<p>tomatoes.</p> <ul style="list-style-type: none"> <li>- Have you got any water?</li> <li>- Yes, I have some/ a little/ a lot of water.</li> <li>- No, I haven't any water.</li> </ul> <p><b>9.</b> – I think they look fresh.</p> <ul style="list-style-type: none"> <li>- What do you think about these apples? /</li> <li>- To me, they look juicy.</li> <li>- I'm afraid they don't look fresh.</li> <li>- Sorry, but they don't look delicious.</li> </ul> <p><b>10.</b> – I need a bottle of water.</p> <p><b>11.</b> – What do you need? / What do you want?</p> <ul style="list-style-type: none"> <li>- Does Tim need anything?</li> <li>- Do you want/ fancy anything?</li> </ul> <p><b>12.</b> -Yoghurt is rich in calcium. It's good for your health.</p> <ul style="list-style-type: none"> <li>- It's high in protein.</li> </ul>	
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**TOPIC 4  
SOCIAL LIFE**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Being careful about fairness and equality in making decisions</p> <p>* Appreciating others' talents and efforts and being proud of others' success</p> <p>* Not judging people by their weaknesses</p>	<p>1. What do you think about gifted people?</p> <p>2. Why are gifted people special?</p> <p>3. Do you think everyone has a special gift for doing something?</p> <p>4. How can you improve your skills and talents?</p> <p>5. Is being gifted enough to make someone successful?</p> <p>6. Do you think successful people are those who are well-disciplined?</p> <p>7. How can you be well-disciplined?</p> <p>8. What leads people to success?</p>	<p>1. Learners can talk about habits and repeated actions or unchanging situations.</p> <p>2. Learners can enquire about habits and repeated actions or unchanging situations.</p> <p>3. Learners can talk about frequency of repeated actions.</p> <p>4. Learners can enquire about frequency of repeated actions.</p> <p>5. Learners can talk about free time activities.</p> <p>6. Learners can enquire about free time activities.</p> <p>7. Learners can talk about interests and talents.</p> <p>8. Learners can enquire about interests and talents.</p> <p>9. Learners can talk about abilities and inabilities by using "and", "but" and "or".</p> <p>10. Learners can enquire about their abilities and inabilities.</p> <p>11. Learners can express their preferences.</p> <p>12. Learners can ask for someone's ideas/ opinions and express their ideas/ opinions.</p>	<p><b>Listening</b></p> <p>4. 4. L 1. Learners can listen to a simple text and extract essential information.</p> <p>4. 4. L 2. Learners can listen to simple recorded texts to identify necessary information.</p> <p>4. 4. L 3. Learners can listen to recorded texts and recognize phrases and sentences provided that speech is clearly and slowly articulated.</p> <p>4. 4. L 4. Learners can listen to recorded texts to assimilate meaning.</p> <p>4. 4. L 5. Learners can listen and get specific information.</p> <p>4. 4. L 6. Learners can listen to a text and infer meaning from context by the help of visuals.</p> <p>4. 4. L 7. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>4. 4. R 1. Learners can read simple texts and get specific information about habits and repeated actions or unchanging situations.</p> <p>4. 4. R 2. Learners can read simple texts on familiar matters and identify the required information.</p> <p>4. 4. R 3. Learners can read simple conversations for comprehension.</p> <p>4. 4. R 4. Learners can read simple texts and categorize related terms.</p> <p>4. 4. R 5. Learners can read and identify familiar words, phrases and expressions that are often used in daily situations.</p> <p>4. 4. R 6. Learners can engage in silent sustained reading for about forty minutes.</p> <p><b>Spoken Production</b></p> <p>4. 4. SP 1. Learners can talk about factual information</p> <p>4. 4. SP 2. Learners can answer a limited number of straightforward follow-up questions.</p> <p>4. 4. SP 3. Learners can produce simple isolated</p>	<p>1. - I go swimming twice a week every summer.</p> <p>2. - Do you skip rope every day? - Yes, I do.</p> <p>3. - I usually go to the cinema at weekends. I seldom go to the cinema on weekdays.</p> <p>4. - How often do you play tennis? - I play tennis every Saturday and Sunday.</p> <p>5. - I read a book and dance in my free time. - Kate listens to music in her free time. - I enjoy doing sports in my free time.</p> <p>6. - What do you do in your free time? - I paint pictures. - Does Gary fancy reading short stories in his free time? - Yes, he does.</p> <p>7. - I love drawing pictures. Because I am talented at drawing pictures. - I am good at painting pictures. - Patrick is bad at singing. He isn't talented at singing.</p> <p>8. - Are you good at sports? - Yes, I do. I am good at playing basketball. - What about football? - I am bad at playing football. - Do you like singing songs? - Yes, I do. - Do you love collecting</p>	<p><b>PROJECT 1</b> Conducting a talent show and asking for everyone to show their talents in front of some juries who will vote for the best talent</p> <p><b>PROJECT 2</b> Making a survey about talents and interests and reaching a conclusion about which talents are common with your peers</p> <p><b>GAME 1</b> Playing "Ask Someone" with guided phrases about likes, dislikes, talents and abilities</p>

			<p>phrases.</p> <p><b>4. 4. SP 4.</b> Learners can talk about their interests and talents by incorporating new vocabulary from topic or theme based texts into personal vocabulary.</p> <p><b>4. 4. SP 5.</b> Learners can repeat simple phrases for correct pronunciation.</p> <p><b>Spoken Interaction</b></p> <p><b>4. 4. SI 1.</b> Learners can make short simple conversations by asking for and providing personal information.</p> <p><b>4. 4. SI 2.</b> Learners can act out simple conversations by asking and answering questions about each other's talents and interests.</p> <p><b>4. 4. SI 3.</b> Learners can role-play short simple conversations expressing their preferences.</p> <p><b>4. 4. SI 4.</b> Learners can communicate in real-life situations by asking for and providing simple personal information.</p> <p><b>4. 4. SI 5.</b> Learners can speak using comprehensible pronunciation, stress and intonation.</p> <p><b>4. 4. SI 6.</b> Learners can contribute information and express ideas in class discussions and group tasks.</p> <p><b>Writing</b></p> <p><b>4. 4. W 1.</b> Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p> <p><b>4. 4. W 2.</b> Learners can write a short simple text about their daily habits.</p> <p><b>4. 4. W 3.</b> Learners can look at some pictures and rewrite the phrases or sentences.</p> <p><b>4. 4. W 4.</b> Learners can pick out and reproduce key words and phrases or short sentences.</p> <p><b>4. 4. W 5.</b> Learners can write descriptive paragraphs.</p>	<p>postcards?</p> <p>- No, I don't.</p> <p>- Is Amy talented at playing a musical instrument?</p> <p>- Yes, she is a gifted musician.</p> <p><b>9.</b> - I can play the guitar and the flute.</p> <p>- Tina can play the piano but he cannot play the guitar.</p> <p>- We cannot sing songs or dance.</p> <p><b>10.</b> - Can your sister do gymnastics?</p> <p>- No, she can't.</p> <p>- What about you?</p> <p>- I can do gymnastics and I am good at doing gymnastics.</p> <p><b>11.</b> - I prefer singing to playing a musical instrument.</p> <p>- I'd rather dance than do yoga.</p> <p><b>12.</b> - What do you think about Joe's performance?</p> <p>- Good.</p> <p>- Congratulations! You were great at the race.</p> <p>- Look! George's painting a picture.</p> <p>- I think it isn't good.</p> <p>- This is my new drawing. What do you think?</p> <p>- You're great at drawing. Well done!</p>	
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**TOPIC 5  
TECHNOLOGY**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Being fair * Showing respect for others' rights and taking turns * Reacting reasonably to the different situations</p>	<p>1. Where is technology in our lives? 2. Do we use technology for the benefits of the Earth or only for the benefits of human beings? 3. How would our lives be different if there were no technological improvements? 4. What would you like to change in our lives by the help of technology? 5. How can you describe a civilized individual? 6. What qualities do a civilized individual have?</p>	<p>1. Learners can express their ideas and opinions. 2. Learners can make predictions about the future. 3. Learners can give or ask for information about the future. 4. Learners can enquire about the actions that are going on at this moment. 5. Learners can describe a temporary event or situation. 6. Learners can give instructions or directions. 7. Learners can describe an action that is going on during this period of time or a trend. 8. Learners can describe an action or event in the future, which has already been planned or prepared. 9. Learners can express irritation by using "always", "constantly" and "forever" to emphasize a continuing series of repeated actions. 10. Learners can express future situations after some conjunctions such as after, when, before, as, as soon as and until.</p>	<p><b>Listening</b> 4. 5. L 1. Learners can listen to clear and short texts to assimilate meaning. 4. 5. L 2. Learners can listen to a simple recorded text and identify the topic of discussion that is conducted slowly and clearly. 4. 5. L 3. Learners can listen to daily conversations and extract essential information from them. 4. 5. L 4. Learners can listen and follow the instructions or directions. 4. 5. L 5. Learners can listen and identify specific information. 4. 5. L 6. Learners can listen to songs and sing along.</p> <p><b>Reading</b> 4. 5. R 1. Learners can read an expository paragraph and identify the topic sentence, supporting sentences and conclusion sentence. 4. 5. R 2. Learners can read short texts and understand the sequence of steps. 4. 5. R 3. Learners can read a persuasive paragraph and get the gist of the paragraph. 4. 5. R 4. Learners can read simple daily conversations and understand them. 4. 5. R 5. Learners can read and identify expository text patterns (description, report, problem and resolution). 4. 5. R 6. Learners can read and identify specific information in simpler written materials that they often encounter in their daily lives.</p> <p><b>Spoken Production</b> 4. 5. SP 1. Learners can produce simple</p>	<p>1. - To me, Eric will make a good companion. - I think you will pass the exam. 2. - There will be storms next month. - There will be famine in the future. 3. - Amy and Jane will have a birthday party in June. - When will Fiona graduate from high school? 4. - What are you doing? - I'm sending some instant messages to my mum. - What is Ron doing at the moment? - He's texting his friends. 5. - Harry usually uses his laptop, but he's using his tablet at the moment. 6. - You click on the right button and you turn off the computer. 7. - More and more teenagers are using these apps today. 8. - We are having a chat online tonight. 9. - My computer is always giving error message nowadays. 10. - Kate will email you when you go on holiday next month.</p>	<p><b>PROJECT 1</b> Imagining they invented a new mobile phone, tablet or computer and talking about how they work. <b>PROJECT 2</b> Making predictions about the future and expressing solutions to get rid of the problems which the Earth will go through  <b>GAME 1</b> Playing "Finding Differences" with two pictures comparing now and the future</p>

		<p>isolated sentences.</p> <p><b>4. 5. SP 2.</b> Learners can use clues to make predictions about the future and make up a story.</p> <p><b>4. 5. SP 3.</b> Learners can talk about factual information.</p> <p><b>4. 5. SP 4.</b> Learners can give instructions or directions.</p> <p><b>4. 5. SP 5.</b> Learners can describe an action that is going on during this period of time or a trend.</p> <p><b>4. 5. SP 6.</b> Learners can describe an action or event in the future, which has already been planned or prepared.</p> <p><b>4. 5. SP 7.</b> Learners can read aloud with appropriate intonation, stress and inflection, paying attention to punctuation.</p> <p><b>Spoken Interaction</b></p> <p><b>4. 5. SI 1.</b> Learners can make simple short conversations asking for ideas or opinions, expressing their ideas or opinions.</p> <p><b>4. 5. SI 2.</b> Learners can communicate in simple and routine tasks using simple phrases to ask for and provide information about the future.</p> <p><b>4. 5. SI 3.</b> Learners can make simple routine exchanges without undue effort in real-life situations.</p> <p><b>4. 5. SI 4.</b> Learners can act out a dialogue expressing irritation by using “always”, “constantly” and “forever” to emphasize a continuing series of repeated actions.</p> <p><b>4. 5. SI 5.</b> Learners can participate in simple conversations by expressing future situations after some conjunctions such as ‘after’, ‘when’, ‘before’, ‘as’, ‘as soon as’ and ‘until’.</p> <p><b>Writing</b></p> <p><b>4. 5. W 1.</b> Learners can write expository paragraphs with a given topic sentence, supporting sentences and a conclusion sentence.</p> <p><b>4. 5. W 2.</b> Learners can write simple texts</p>		
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			<p>in a logical sequence of steps by using linking words 'first', 'second', 'then' and 'finally'.</p> <p>4. 5. W 3. Learners can write persuasive paragraphs expressing their ideas and opinions by using transitional words between sentences in order to build unity and coherence of paragraphs.</p> <p>4. 5. W 4. Learners can write a report using their own language but taking information from two or three different sources.</p> <p>4. 5. W 5. Learners can include dialogues and indirect speeches in narrative writings.</p> <p>4. 5. W 6. Learners can compose their own journals for personal reflection.</p> <p>4. 5. W 7. Learners can take notes from books or while listening to assist in writing a text.</p> <p>4. 5. W 8. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</p>	
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Concept: Change

All about change

**TOPIC 6  
THE FUTURE**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects& Games
		Communicative Objectives	Skills		
* Expressing their own ideas without hurting someone's feelings * Appreciate others' opinions and thoughts	1. What has changed on Earth so far? 2. How can we make Earth a better place for all plants, animals and human beings? 3. Are you curious about scientific improvements? 4. What do you think about scientific improvements? 5. Do humans use scientific improvements for their own sake? 6. If you were a successful scientist, what predictions would you make for the future of Earth?	1. Learners can make predictions about the future based on present evidence. 2. Learners can talk about plans and decisions made before speaking. 3. Learners can enquire about plans and decisions made before speaking. 4. Learners can make their plans and decisions at the time of speaking. 5. Learners can offer to do something. 6. Learners can agree to do something. 7. Learners can promise to do something. 8. Learners can make requests or give orders. 9. Learners can refuse to do something or talk about refusals.	<b>Listening</b> 4. 6. L 1. Learners can listen to clear recorded texts and extract essential information from them. 4. 6. L 2. Learners can listen to a simple text and determine the main idea. 4. 6. L 3. Learners can listen to simple daily conversations to deduce meaning. 4. 6. L 4. Learners can listen attentively and identify phrases and sentences provided that speech is clearly and slowly articulated.  <b>Reading</b> 4. 6. R 1. Learners can read simple texts to match words and phrases by rereading as required. 4. 6. R 2. Learners can read expository paragraphs and select necessary information. 4. 6. R 3. Learners can skim persuasive paragraphs and outline the main ideas. 4. 6. R 4. Learners can read simple texts for comprehension. 4. 6. R 5. Learners can read simple texts and use accompanying headings and illustrations to indicate main ideas. 4. 6. R 6. Learners can engage in silent sustained reading for about fifteen minutes. 4. 6. R 7. Learners can independently read authentic texts to get information on topics of personal interest.  <b>Spoken Production</b> 4. 6. SP 1. Learners can produce simple isolated phrases. 4. 6. SP 2. Learners can talk about plans and decisions made before speaking. 4. 6. SP 3. Learners can make a clear speech. 4. 6. SP 4. Learners can answer questions addressed slowly and carefully to them. 4. 6. SP 5. Learners can interpret a picture about the future.	1. - Look! There are lots of black clouds in the sky. It's going to rain soon. 2. - I'm going to meet Tina at the airport tonight. 3. - Are you going to go out for dinner tonight? - Yes, we are. 4. - We need some olive oil for dinner. - Okay, I'll go to the supermarket and get some. - May I take your order? - Yeah. I'll take lamb chops and green salad. 5. - Rose looks tired. I'll take her home. 6. - Okay. I'll help you with your homework. 7. - I promise I'll keep it a secret. 8. - Will you turn on the kettle, please? - Will you answer the question? 9. - No, I won't call her. She can call me.	<b>PROJECT 1</b> Sharing their predictions for the future with the students from different countries at a Skype meeting online <b>PROJECT 2</b> Preparing prediction cards with strong supportive ideas and trying to convince their friends by justifying their arguments  <b>GAME 1</b> Playing "Find Someone Who ...?" with predictions about classmates' future dreams

			<p><b>Spoken Interaction</b></p> <p>4. 6. SI 1. Learners can give examples to support an idea.</p> <p>4. 6. SI 2. Learners can initiate, maintain and end face-to-face conversations.</p> <p>4. 6. SI 3. Learners can ask and answer questions about a familiar topic.</p> <p>4. 6. SI 4. Learners can make simple routine exchanges without undue effort in face- to- face conversations.</p> <p>4. 6. SI 5. Learners can participate in short conversations in routine contexts on a topic of interest.</p> <p><b>Writing</b></p> <p>4. 6. W 1. Learners can pick out key words and phrases from a text and reproduce them in expository paragraphs.</p> <p>4. 6. W 2. Learners can write a short persuasive text by using clues or answering some questions.</p> <p>4. 6. W 3. Learners can fill in a text by using “and”, “but” and “or” by using some prompts.</p> <p>4. 6. W 4. Learners can write simple daily conversations.</p> <p>4. 6. W 5. Learners can write short cohesive texts in a variety of formats (letter, report, story, description, a point of view) showing an awareness of audience.</p> <p>4. 6. W 6. Learners can use present and future tenses with some consistency in narratives or reports.</p> <p>4. 6. W 7. Learners can plan for a piece of writing by generating ideas from a range of sources and organizing them.</p>	
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<p>Concept: <b>Responsibility</b></p> <p><i>All about our responsibilities</i></p> <p><b>TOPIC 7</b></p> <p><b>HEALTHY LIFE</b></p>
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VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Building up self confidence in developing healthy life styles</p> <p>* Building good habits and breaking bad habits</p>	<p>1. Who are healthy people? Do you think you are a healthy person? Why/ Why not?</p> <p>2. Why do we need to care about our health?</p> <p>3. What personality traits do healthy people have?</p> <p>4. What habits do healthy people have?</p> <p>5. How can you break bad habits?</p> <p>6. What builds up our habits?</p> <p>7. Do you think habits affect our life style in a good or a bad way?</p>	<p>1. Learners can talk about illnesses.</p> <p>2. Learners can enquire about illnesses.</p> <p>3. Learners can give advice about healthy life and hygiene.</p> <p>4. Learners can talk about daily habits.</p> <p>5. Learners can enquire about daily habits.</p> <p>6. Learners can ask reasons and give explanations.</p> <p>7. Learners can make statements about general truths such as scientific truths.</p> <p>8. Learners can enquire about general truths.</p> <p>9. Learners can use some necessary expressions such as “Get well soon,” and “I wish you luck.”</p> <p>10. Learners can make a doctor appointment in a telephone conversation.</p>	<p><b>Listening</b></p> <p>4. 7. L 1. Learners can listen to a simple text and get necessary information.</p> <p>4. 7. L 2. Learners can listen and extract specific information from short recorded texts.</p> <p>4. 7. L 3. Learners can listen to clear and short recorded texts to deduce meaning.</p> <p>4. 7. L 4. Learners can listen and identify the topic of discussion that is conducted slowly and clearly.</p> <p>4. 7. L 5. Learners can listen and understand simple daily conversations.</p> <p>4. 7. L 6. Learners can listen and state general truths.</p> <p>4. 7. L 7. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>4. 7. R 1. Learners can read simple texts for comprehension.</p> <p>4. 7. R 2. Learners can scan simple texts and get specific information.</p> <p>4. 7. R 3. Learners can read and isolate the information required.</p> <p>4. 7. R 4. Learners can skim a simple text and get the gist of it.</p> <p>4. 7. R 5. Learners can compare and contrast characters or events within a story or from different stories.</p> <p>4. 7. R 6. Learners can read and make use of a table of contents, index or glossary when using books for reference.</p> <p>4. 7. R 7. Learners can read and understand everyday signs and notices in public places.</p> <p><b>Spoken Production</b></p> <p>4. 7. SP 1. Learners can talk about factual information</p> <p>4. 7. SP 2. Learners can make statements about general truths such as scientific truths.</p> <p>4. 7. SP 3. Learners can read out simple conversations by paying attention to intonation, stress and pronunciation.</p>	<p>1. – I don’t feel well. I have a sore throat.</p> <p>2. – You look pale. Do you have a stomach ache?</p> <p>- Yes, I do.</p> <p>- How do you feel today?</p> <p>- Not good. I have a terrible toothache.</p> <p>3. - You should eat fruit and vegetables.</p> <p>- You shouldn’t drink cold water.</p> <p>- You should wash vegetables and fruits before you eat.</p> <p>- You should brush your teeth after each meal.</p> <p>- You shouldn’t go to bed late.</p> <p>4. - I go to bed early.</p> <p>- I wash my face.</p> <p>- I brush my teeth.</p> <p>- Jane keeps her nails clean.</p> <p>- Max eats vegetables and fruits.</p> <p>5. - Do you go to bed early?</p> <p>- Yes, I do.</p> <p>- Do you drink milk?</p> <p>- Yes, I do.</p> <p>- Do you keep your nails dirty?</p> <p>- No, I don’t.</p> <p>- Does Mary eat yoghurt?</p> <p>- Yes, she does.</p> <p>- Does Tom eat pizza?</p> <p>- No, he doesn’t.</p> <p>6. - Why should I eat fruit?</p> <p>- Because they make you healthy.</p> <p>7. - If you drink cold water, you can get a sore throat.</p> <p>- If my son has a cold, I usually catch it.</p> <p>8. - What happens if I eat sweet food too much?</p> <p>- You get cavities.</p> <p>9. - I have asthma.</p> <p>- I am really sorry for you. Get well soon.</p>	<p><b>PROJECT 1</b> Conducting a “Healthy Lifestyle Awareness Day”</p> <p><b>PROJECT 2</b> Making brochures about healthy life tips</p> <p><b>PROJECT 3</b> Having interviews with the elderly and taking their advice about healthy life</p> <p><b>GAME 1</b> Playing “Memory Game” about a picture showing different kinds of food and drinks</p>



			<p>4. 7. <b>SP 4.</b> Learners can ask and respond to questions provided that they are addressed carefully and slowly.</p> <p>4. 7. <b>SP 5.</b> Learners can dramatize a story about a health problem.</p> <p><b>Spoken Interaction</b></p> <p>4. 7. <b>SI 1.</b> Learners can have a small chat asking for and providing information.</p> <p>4. 7. <b>SI 2.</b> Learners can ask reasons and give explanations in simple daily conversations.</p> <p>4. 7. <b>SI 3.</b> Learners can initiate, maintain and end face-to-face daily conversations.</p> <p>4. 7. <b>SI 4.</b> Learners can communicate by using basic phrases and expressions.</p> <p>4. 7. <b>SI 5.</b> Learners can ask and answer questions about general truths.</p> <p>4. 7. <b>SI 6.</b> Learners can make a doctor appointment in a telephone conversation.</p> <p><b>Writing</b></p> <p>4. 7. <b>W 1.</b> Learners can write simple cards.</p> <p>4. 7. <b>W 2.</b> Learners can write expository paragraphs.</p> <p>4. 7. <b>W 3.</b> Learners can write simple daily conversations.</p> <p>4. 7. <b>W 4.</b> Learners can take notes from books or while listening to assist in writing a text.</p> <p>4. 7. <b>W 5.</b> Learners can compose their own journal writing for personal reflection.</p>	<p>- Thank you. You're very kind.</p> <p>10. - Good morning. Universal Health Centre. Kevin is speaking. How can I help you?</p> <p>- Good morning. I'd like to make an appointment.</p> <p>- OK. ...</p>	
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<p>Concept: <b>Change</b></p> <p><i>All about change</i></p> <p><b>TOPIC 8</b></p> <p><b>NATURE AND LIFE CYCLE</b></p>
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VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects& Games
		Communicative Objectives	Skills		
<p>*Accepting responsibility for nature</p> <p>* Engaging in personal behaviour that avoids placing animals and plants in danger or at risk</p>	<p>1. Who is responsible for nature?</p> <p>2. Why should human beings be responsible for nature?</p> <p>3. How can we keep nature better?</p> <p>4. Where are human beings in nature?</p> <p>5. How would our lives be if there were no nature?</p>	<p>1. Learners can talk about general truths.</p> <p>2. Learners can enquire about general truths.</p> <p>3. Learners can ask for confirmation and respond to it.</p> <p>4. Learners can use connectors “and”, “or” “but” and “because”.</p> <p>5. Learners can use linking words such as “when” and “before” to emphasize the sequence of the stages.</p> <p>6. Learners can express how certain they are/ are not of something.</p> <p>7. Learners can enquire about how certain someone is of something.</p> <p>8. Learners can ask for repetition.</p> <p>9. Learners can ask for clarification or explanation.</p> <p>10. Learners can ask for and give reasons.</p>	<p><b>Listening</b></p> <p>4. 8. L 1. Learners can listen to recorded texts to find specific information.</p> <p>4. 8. L 2. Learners can listen to clear and short recorded texts to identify the different stages of the life cycle.</p> <p>4. 8. L 3. Learners can listen to clear and short texts and get specific information by the help of visuals.</p> <p>4. 8. L 4. Learners can understand phrases and sentences provided that speech is clearly and slowly articulated.</p> <p>4. 8. L 5. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>4. 8. R 1. Learners can read simple texts attentively and identify necessary information by rereading as required.</p> <p>4. 8. R 2. Learners can read simple texts and extract essential information to make a list.</p> <p>4. 8. R 3. Learners can read simple texts and outline main points.</p> <p>4. 8. R 4. Learners can scan simple texts and get necessary information.</p> <p>4. 8. R 5. Learners can read daily conversations and detect familiar words and phrases.</p> <p>4. 8. R 6. Learners can read and identify the parts in the organisation of a report (introduction, support information, conclusion).</p> <p>4. 8. R 7. Learners can read texts and isolate specific information to locate them on an illustration.</p> <p><b>Spoken Production</b></p> <p>4. 8. SP 1. Learners can talk about general truths.</p> <p>4. 8. SP 2. Learners can talk about daily habits by using connectors “and”, “or” and “but”.</p> <p>4. 8. SP 3. Learners can give a simple description or presentation of scientific processes as a short series of simple phrases and sentences linked into a list.</p> <p>4. 8. SP 4. Learners can use linking words such as “when” and “before” to emphasize the sequence of</p>	<p>1. - Water boils at one hundred degrees.</p> <p>- The moon revolves around the Earth.</p> <p>- Plants die if they don’t get enough water.</p> <p>2. - Does the Earth revolve around the moon?</p> <p>- Yes, it does.</p> <p>- What happens if we boil water?</p> <p>- It evaporates.</p> <p>3. - The other planets revolve around the sun, don’t they?</p> <p>- Yes, they do.</p> <p>4. - Water freezes at zero degrees but it boils at one hundred degrees.</p> <p>5.- Butterflies go through four stages before they become an adult.</p> <p>- When a caterpillar is born, they are extremely small.</p> <p>- When the egg hatches, the caterpillar eats its leaf.</p> <p>6. - I am sure. / No, I am not sure.</p> <p>7. - (You’re) sure?</p> <p>- Are you sure?</p> <p>- Yes, I am.</p> <p>- Is Kate sure?</p> <p>- No, she isn’t</p> <p>8. - I am afraid I couldn’t catch up with you. Can you repeat it for me?</p> <p>9. - What is “ ... ” in English?</p> <p>10. - Why do caterpillars need to eat so much?</p> <p>- Because they grow quickly.</p>	<p><b>PROJECT 1</b> Preparing a science magazine about nature and life cycle</p> <p><b>PROJECT 2</b> Making a presentation of life cycle by the help of visuals</p> <p><b>PROJECT 3</b> Going on a trip in nature and talking about life cycle and nature</p> <p><b>PROJECT 4</b> Imagine you’re a butterfly and tell and act out your life cycle story with necessary costumes and equipment</p> <p><b>PROJECT 5</b> Visiting a science museum or preparing a science fair</p> <p><b>PROJECT 6</b> Doing an experiment about a scientific fact; observing and reporting each stage</p> <p><b>GAME 1</b> Playing “Right or Wrong” by using flashcards including questions about different kinds of animals</p>

the stages.

4. 8. SP 5. Learners can talk about factual information.

4. 8. SP 6. Learners can read aloud with appropriate intonation, stress and inflection.

**Spoken Interaction**

4. 8. SI 1. Learners can make simple short conversations by asking and answering questions about general truths.

4. 8. SI 2. Learners can make simple short conversations by asking for confirmation and responding to it.

4. 8. SI 3. Learners can make simple short conversations by using basic daily phrases.

4. 8. SI 4. Learners can ask for clarification or explanation by using gestures in their conversations.

4. 8. SI 5. Learners can ask for and give reasons in their conversations.

**Writing**

4. 8. W 1. Learners can fill in a text with the aid of visual clues about general truths.

4. 8. W 2. Learners can write expository paragraphs about general truths.

4. 8. W 3. Learners can fill in a text by using “and”, “but” and “or” by using some prompts.

4. 8. W 4. Learners can use linking words such as “when” and “before” to emphasize the sequence of the stages.

4. 8. W 5. Learners can write simple daily conversations.

4. 8. W 6. Learners can write a report using their own words but taking information from two or three different sources.

4. 8. W 7. Learners can use topic sentences within a text as well as at the beginning of paragraphs.

4. 8. W 8. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.

Concept: **Society**  
*All about society*

**TOPIC 9**  
**SHORT STORIES**

VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects & Games
		Communicative Objectives	Skills		
<p>* Appreciating cultural heritage</p> <p>*Taking responsibility for the protection of their cultural heritages</p>	<p>1. How can you tell if a story is true or not?</p> <p>2. Why is it important to protect our cultural values?</p> <p>3. What do the fables of our country teach us about our cultural values?</p> <p>4. How can you apply the morals that you learn from short stories to protect your cultural heritage?</p>	<p>1. Learners can talk about completed actions, event or condition in the past.</p> <p>2. Learners can enquire about past situations and actions.</p> <p>3. Learners can ask for confirmation.</p> <p>4. Learners can talk about the actions or situations lasted for some time and whose duration is not important or unknown.</p> <p>5. Learners can talk about interrupted actions in progress by using connectors such as “when” and “while”.</p> <p>6. Learners can ask polite questions.</p> <p>7. Learners can express irritation over something in the past by using “always”, “constantly” and “forever”.</p> <p>8. Learners can use “and”, “but” and “or”.</p> <p>9. Learners can use some forms of punctuation accurately (capitalisation, full-stops, commas in lists, question and exclamation marks, speech marks)</p>	<p><b>Listening</b></p> <p>4. 9. L 1. Learners can listen to clear recorded texts and identify the sequence of events.</p> <p>4. 9. L 2. Learners can listen and follow a story that is very slowly and carefully articulated with short pauses for the learners to deduce meaning.</p> <p>4. 9. L 3. Learners can listen and complete short stories.</p> <p>4. 9. L 4. Learners can listen and determine the past events in a story.</p> <p>4. 9. L 5. Learners can listen to songs and sing along.</p> <p><b>Reading</b></p> <p>4. 9. R 1. Learners can read a short story and get the gist of the story.</p> <p>4. 9. R 2. Learners can read and identify the main events and the relevant supporting details in a narrative text.</p> <p>4. 9. R 3. Learners can read aloud with appropriate intonation, stress and inflection paying attention to punctuation marks.</p> <p>4. 9. R 4. Learners can read and identify the genre of a story (fable, folktale, biography, adventure, mystery, horror, etc.).</p> <p>4. 9. R 5. Learners can identify the perspective of a story (through the storyteller’s voice, first person, third person).</p> <p>4. 9. R 6. Learners can read some stories and identify some common literary stereotypes in stories such as villains, heroes, traditional gender roles and so on.</p> <p>4. 9. R 7. Learners can read a story and identify the plot and the resolution of the story.</p> <p>4. 9. R 8. Learners can read and follow direct and indirect speeches attentively in a narrative.</p> <p><b>Spoken Production</b></p> <p>4. 9. SP 1. Learners can point to pictures and tell a story paying attention to punctuation.</p> <p>4. 9. SP 2. Learners can talk about past situations and events.</p> <p>4. 9. SP 3. Learners can compare and contrast the characters or events within a story or from different stories.</p> <p>4. 9. SP 4. Learners can retell a story by modifying some parts.</p>	<p>1. – Gary took the pictures of the flowers an hour ago.</p> <p>- Vicky was very upset yesterday afternoon.</p> <p>– I went to school yesterday.</p> <p>- Kevin had breakfast at nine o’clock yesterday morning.</p> <p>2. – Was it cloudy and rainy last week?</p> <p>- Yes, it was, but this week it is clear and sunny.</p> <p>– Did Tina call you yesterday?</p> <p>- Yes, she did. / No, she didn’t.</p> <p>3. – It was snowy last winter, wasn’t it?</p> <p>- Yes, it was.</p> <p>- Did your dad go abroad last year?</p> <p>- No, he didn’t. He went abroad two years ago.</p> <p>– Amy ate an apple, didn’t she?</p> <p>- Bob drank a glass of water, didn’t he?</p> <p>4. – It was snowing heavily last Friday.</p> <p>- Sam was taking an exam at this hour yesterday.</p> <p>5. – When Kim came in, I was doing my homework.</p> <p>– While the students were taking notes, the teacher was explaining the subject to them.</p> <p>6. – I was wondering if you could open the window?</p> <p>- Would you mind if I turned down the music?</p> <p>7. – She was always answering my calls late.</p> <p>8. – It’s sunny and clear</p>	<p><b>PROJECT 1</b> Organizing “The Best Amazing Short Story Narrate” contest and rewarding the best one</p> <p><b>PROJECT 2</b> Narrating their favourite stories and recording their narrations</p> <p><b>PROJECT 3</b> Acting out short stories in small groups by sharing the roles and then making a short film of their stories</p> <p><b>PROJECT 4</b> Holding a fairy tales ball</p> <p><b>GAME 1</b> Playing “Irregular Verbs Bingo”</p> <p><b>GAME 2</b> Playing “Making up a Story” game by using word cards including different verbs</p>

			<p><b>Spoken Interaction</b></p> <p>4. 9. SI 1. Learners can make simple short conversations asking and answering questions about the past situations and events.</p> <p>4. 9. SI 2. Learners can ask and answer questions about the events in short stories.</p> <p>4. 9. SI 3. Learners can exchange simple information.</p> <p>4. 9. SI 4. Learners can ask and answer polite questions.</p> <p>4. 9. SI 5. Learners can dramatize a short story in a team.</p> <p><b>Writing</b></p> <p>4. 9. W 1. Learners can write simple narrative paragraphs with a good sequence of events.</p> <p>4. 9. W 2. Learners can rewrite simple short stories by using “when” and “while”.</p> <p>4. 9. W 3. Learners can write an ending to a story by using connectors “and”, “but” and “or”.</p> <p>4. 9. W 4. Learners can check writing to ensure that spelling and punctuation are correct.</p> <p>4. 9. W 5. Learners can write from the viewpoint of a designated character in a story.</p> <p>4. 9. W 6. Learners can follow the steps of the writing process when creating original texts (narratives, stories, poems).</p> <p>4. 9. W 7. Learners can clarify and/ or emphasize details in descriptions and stories.</p>	today but it was cloudy and rainy yesterday.	
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	<p>Concept: <b>Change</b></p> <p><i>All about change</i></p> <p><b>TOPIC 10</b></p> <p><b>HISTORY</b></p>
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VALUES	Big Ideas/ Questions	Learning Objectives		Suggested Structures	Suggested Projects& Games
		Communicative Objectives	Skills		
<p>* Showing respect for their own history</p> <p>* Appreciating their own traditional values and culture</p>	<p>1. Who are experienced people?</p> <p>2. Why is experience important in our lives?</p> <p>3. Do you rely on your experiences?</p> <p>4. Whose experiences do you rely on?</p> <p>5. Why do the events in history play an important role in our lives?</p> <p>6. What are the greatest events in your country's history?</p>	<p>1. Learners can talk about past experiences.</p> <p>2. Learners can enquire about past experiences.</p> <p>3. Learners can talk about the actions that began in the past and continue into the present or have just completed at the moment of utterance.</p> <p>4. Learners can enquire about the past actions that have influence at present or have just completed.</p> <p>5. Learners can use “and”, “but”, “or” and “because”.</p> <p>6. Learners can talk about the past actions in progress.</p> <p>7. Learners can narrate past events by using “first”, “second”, “then” and “finally”.</p> <p>8. Learners can produce simple narratives using transitional words.</p> <p>9. Learners can narrate past events by using connectors such as “when” and “while”.</p> <p>10. Learners can impart and seek factual information.</p> <p>11. Learners can express ability and inability in the past.</p>	<p><b>Listening</b></p> <p>4. 10. L 1. Learners can listen and understand experiences.</p> <p>4. 10. L 2. Learners can listen and get specific information.</p> <p>4. 10. L 3. Learners can listen attentively and catch the details of a true story.</p> <p>4. 10. L 4. Learners can listen and follow a speech that is very slowly and carefully articulated with short pauses for the learners to assimilate meaning.</p> <p>4. 10. L 5. Learners can listen to songs and sing along.</p> <p>4. 10. L 6. Learners can listen to TV/ radio public educational programs and identify the main points of them.</p> <p><b>Reading</b></p> <p>4. 10. R 1. Learners can read simple texts and extract essential information.</p> <p>4. 10. R 2. Learners can read nonfictional stories attentively and make a list of the main events.</p> <p>4. 10. R 3. Learners can read a true story from history and get the gist of the story.</p> <p>4. 10. R 4. Learners can read and demonstrate understanding of simple similes, metaphors and idioms (as cold as ice, raining cats and dogs, etc.).</p> <p>4. 10. R 5. Learners can read for specific information.</p> <p>4. 10. R 6. Learners can recognise a number of different forms of texts such as poetry, story, factual text, through headings and illustrations.</p> <p>4. 10. R 7. Learners can use an English dictionary to check the meanings of new words.</p> <p><b>Spoken Production</b></p> <p>4. 10. SP 1. Learners can talk about past activities by using simple linking words.</p> <p>4. 10. SP 2. Learners can talk about their experiences.</p> <p>4. 10. SP 3. Learners can narrate past events by using “first”, “second”, “then” and “finally”.</p> <p>4. 10. SP 4. Learners can retell a short nonfictional story.</p> <p>5. Learners can answer simple open-ended questions (how and why questions).</p> <p>4. 10. SP 6. Learners can demonstrate an understanding of common punctuation when reading aloud (pausing for a full stop or comma, inflecting for a question or exclamation).</p> <p>4. 10. SP 7. Learners can give a short, rehearsed presentation on a topic, briefly giving reasons and explanations.</p>	<p>1. - I have been to İstanbul twice.</p> <p>- Kevin has written two short story books so far.</p> <p>- They have never seen a camel before.</p> <p>2. - Has Tina ever been to the USA?</p> <p>- Yes, she has. / No, she hasn't.</p> <p>3. - Amy has picked four apples.</p> <p>- Bob has just come in.</p> <p>- I've broken a glass. Don't step on the carpet.</p> <p>4. - What are those bags? Have you gone shopping?</p> <p>- Have you written your report?</p> <p>5. - I got on the bus and I saw my friends.</p> <p>- Sam didn't eat any bread or drink milk.</p> <p>- Rose listened to her teacher but she didn't take a note.</p> <p>6. -What were you doing at six o'clock yesterday?</p> <p>7. - First, Atatürk called the delegates for the congress. Second, he held a congress with the delegates in Erzurum. Then, they chose Atatürk as the president of the congress. Finally, they made decisions for the sake of country in the congress.</p> <p>8. - ... John locked the door while he was checking his passport. Unfortunately, he forgot the key in the door.</p> <p>9. - We were singing and clapping while they were</p>	<p><b>PROJECT 1</b> Searching for amazing life stories from history</p> <p><b>PROJECT 2</b> Conducting an interview with an elderly and learn his/ her amazing true story from the past and recording the interview</p> <p><b>PROJECT 3</b> Preparing booklets about the amazing true stories of celebrities, athletes, authors or scientists</p> <p><b>PROJECT 4</b> Making cards of victories of their country in distant and recent past and then talking about these victories in a friendly way</p> <p><b>PROJECT 5</b> Organizing a history fair</p> <p><b>GAME 1</b> Playing “Have you ever ...?” on the board to ask and answer questions in pairs or groups</p> <p><b>GAME 2</b> Playing “Memory” game</p>

			<p><b>Spoken Interaction</b></p> <p>4. 10. SI 1. Learners can make simple short conversations asking and answering questions about past experiences.</p> <p>4. 10. SI 2. Learners can make simple short conversations by asking and answering questions about a nonfictional story.</p> <p>4. 10. SI 3. Learners can interact with reasonable ease in structured situations and short conversations.</p> <p>4. 10. SI 4. Learners can dramatize repeating short sentences and using gestures to clarify what s/he wants to say.</p> <p>4. 10. SI 5. Learners can deduce the meaning of words from the context to resume simple, routine exchanges without undue effort.</p> <p>4. 10. SI 6. Learners can respond to practical everyday demands; they can find out and pass on straightforward factual information in a team.</p> <p><b>Writing</b></p> <p>4. 10. W 1. Learners can fill in narratives by the help of given prompts.</p> <p>4. 10. W 2. Learners can write narrative paragraphs about important events from history.</p> <p>4. 10. W 3. Learners can fill in narratives by using “and”, “but” and “or” and by answering some important questions.</p> <p>4. 10. W 4. Learners can pick out and reproduce key words and phrases or short sentences from a short narrative within the learners’ competence and experience.</p> <p>4. 10. W 5. Learners can include dialogues and attempts at indirect speeches in narrative writings.</p>	<p>dancing.</p> <p>10. – When did the First World War break out? - It broke out in 1918.</p> <p>11. – They could hold a meeting with the representatives. - They couldn’t help them on time.</p>	
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