T. C.
MİLLÎ EĞÎTİM BAKANLIĞI

Özel Öğretim Kurumları Genel Müdürlüğü

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

ANKARA- 2017
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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 2nd, 3rd and 4th 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.

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<tr>
<th>GRADES</th>
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<td>A1.2</td>
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<td>4</td>
<td>A1.2</td>
<td>2 + (6 - 10)</td>
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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. use 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.
<table>
<thead>
<tr>
<th>CONCEPT 1</th>
<th>CONCEPT 2</th>
<th>CONCEPT 3</th>
<th>CONCEPT 4</th>
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<tbody>
<tr>
<td>Identity</td>
<td>Society</td>
<td>Change</td>
<td>Responsibility</td>
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<tr>
<td>THEME 1</td>
<td>THEME 2</td>
<td>THEME 3</td>
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<td>All about me</td>
<td>All about society</td>
<td>All about change</td>
<td>All about our responsibilities</td>
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<td>TOPIC</td>
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<tr>
<td>Me</td>
<td>School life</td>
<td>Seasons and the weather</td>
<td>My body and hygiene</td>
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<td>My belongings</td>
<td>Family life</td>
<td>Nature and water cycle</td>
<td>Daily life and chores</td>
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<td>Playground</td>
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<td>Stories</td>
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## 4. FRAMEWORK OF THE COMMUNICATIVE OBJECTIVES FOR THE SECOND GRADE

### Concept: Identity

**All about me**

### TOPIC 1 ME

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/ Questions</th>
<th>Learning Objectives</th>
<th>Suggested Structures</th>
<th>Suggested Projects and Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Listening to others sensitively and showing respect for their opinions</td>
<td>1. Who are you?</td>
<td>Listening</td>
<td>1. - Hi!</td>
<td>PROJECT 1 Arranging Skype meetings between schools</td>
</tr>
<tr>
<td>* Expressing their own ideas logically and clearly</td>
<td>2. Why are you unique?</td>
<td>2. 1. L 1. Learners can listen to a simple text and identify basic simple expressions.</td>
<td>- Hello!</td>
<td>PROJECT 2 Conducting school surveys</td>
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<td></td>
<td>3. What makes you different?</td>
<td>2. 1. L 2. Learners can listen to recorded texts to find specific information.</td>
<td>- Goodbye!</td>
<td>PROJECT 3 Making up two imaginary cartoon</td>
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<td>4. What makes you special?</td>
<td>2. 1. L 3. Learners can listen and recognise the letters of the alphabet by their</td>
<td>- Bye!</td>
<td>characters and then acting out dialogues</td>
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<td>5. Can you describe yourself by using two or three words?</td>
<td>sounds.</td>
<td>- See you later.</td>
<td>between these two imaginary characters</td>
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<td>1. * Listening to others sensitively and showing respect for their opinions</td>
<td>2. 1. L 4. Learners can listen to a picture story and spot necessary information.</td>
<td>- See you.</td>
<td>PROJECT 4 Acting out dialogues between</td>
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<td>* Expressing their own ideas logically and clearly</td>
<td>2. 1. L 5. Learners can listen to and follow the speech that is very slowly and</td>
<td>- You, too.</td>
<td>dolls, puppets or robots making the</td>
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<td>2. 1. L 6. Learners can listen to the English alphabet and find the missing letters.</td>
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<td>PROJECT 5 Preparing an alphabet booklet</td>
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<td>them in written form.</td>
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<td>GAME 1 Playing “Unscramble the letters” in small</td>
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<td>2. 1. L 8. Learners can listen to songs and sing along.</td>
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<td>groups or in pairs</td>
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<td><strong>Reading</strong></td>
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<td>GAME 2 Playing “Bingo” in small groups or in</td>
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<td>2. 1. R 1. Learners can read simple short conversations for comprehension.</td>
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**GAME 1**

Playing “Unscramble the letters” in small groups or in pairs

**GAME 2**

Playing “Bingo” in small groups or in pairs

**PROJECT 1**

Arranging Skype meetings between schools

**PROJECT 2**

Conducting school surveys

**PROJECT 3**

Making up two imaginary cartoon characters and then acting out dialogues between these two imaginary characters

**PROJECT 4**

Acting out dialogues between dolls, puppets or robots making the introduction

**PROJECT 5**

Preparing an alphabet booklet
<table>
<thead>
<tr>
<th>Sounds</th>
<th>Learners can ask for something to be written down.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Learners can recognize colours.</td>
<td>10. Learners can recognize colours.</td>
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<tr>
<td>11. Learners can count up to a hundred.</td>
<td>11. Learners can count up to a hundred.</td>
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</tbody>
</table>

### Spoken Production

1. **SP 1.** Learners can produce the correct sounds.
2. **SP 2.** Learners can talk about factual information in simple terms.
3. **SP 3.** Learners can show and say colours.
4. **SP 4.** Learners can count from one to a hundred.
5. **SP 5.** Learners can show and say the English alphabet.
6. **SP 6.** Learners can produce simple isolated phrases.

### Spoken Interaction

1. **SI 1.** Learners can initiate, maintain and end face-to-face conversations on familiar topics.
2. **SI 2.** Learners can ask for and provide specific information on related topics.
3. **SI 3.** Learners can make conversations asking and answering questions about personal details such as name, age, etc.
4. **SI 4.** Learners can spell a word or ask for the spelling of a word by using a basic phrase.
5. **SI 5.** Learners can perform and respond to basic language functions such as greetings and farewells, etc.

### Writing

1. **W 1.** Learners can write the letters of the alphabet in upper case.
2. **W 2.** Learners can write the letters of the alphabet in lower case.
3. **W 3.** Learners can copy out single words and short texts presented in standard printed format.
4. **W 4.** Learners can use existing vocabulary knowledge to produce new texts.
5. **W 5.** Learners can write simple facts about themselves.
6. **W 6.** Learners write basic sentences when supported by key words and phrases.
7. **W 7.** Learners can complete picture puzzles, crossword puzzles, word search puzzles and unscramble word games.

---

- Nine. What about you?
- Eight.
- How old are you?
- I’m eight years old. You?
- I’m eight, too. What is your favourite colour?
- Blue. What about you?
- Green. I love green very much.

6. – Please spell that. / Can you spell that?
- This is my school badge.
- “Badge”? Can you spell it for me?

7. - (This is) a yo-yo.
- (This is) a taxi. It isn’t a train.
- That is a gorilla.
- That is his poster.

8. - This is a CD. It isn’t a DVD.
- That’s WC. It isn’t WC.

9. - Please write that. / Can you write that, please?


11. – This/that is yellow, red, green etc.

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.
<table>
<thead>
<tr>
<th>VALUES</th>
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<th>Suggested Structures</th>
<th>Suggested Projects&amp; Games</th>
</tr>
</thead>
</table>
| * 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 | 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.  
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? | PROJECT 1  
Conducting “Sister school” campaign with a school from an English speaking country  
PROJECT 2  
Starting “Design your own school” project  
PROJECT 3  
Making a poster of an imaginary classroom by drawing and colouring in the classroom objects and then making a presentation about the imaginary classroom  
PROJECT 4  
Making a variety of signs about rules for different places of school |  
GAME 1  
Playing “Simon
how certain they are/ are not of something.

14. Learners can enquire how certain someone is of something.

2. 2. SP 1. Learners can talk about classroom objects.
2. 2. SP 2. Learners can describe school objects by colour and size if supported by visuals.
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.
2. 2. SP 4. Learners can produce simple sounds of basic phrases in a face-to-face conversation.

**Spoken Interaction**

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.
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.
2. 2. SI 3. Learners can ask for and provide necessary information.
2. 2. SI 4. Learners can initiate, maintain and end a simple short conversation in a kind way.
2. 2. SI 5. Learners can perform a role-play about school life and respond to basic language functions in a daily conversation.

**Writing**

2. 2. W 1. Learners can write phrases, simple isolated sentences and very short, simple texts on familiar topics.
2. 2. W 2. Learners can write very short descriptive paragraphs by the help of visuals.
2. 2. W 3. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
2. 2. W 4. Learners can complete very short texts about quantities of school objects.
2. 2. W 5. Learners can write simple short daily dialogues.
2. 2. W 6. Learners can recognize and use basic rhyming words by completing a poem or a song.

- He’s here, Ms. Smith, /Mrs Smith, /Mr. Smith.
- He’s absent, Ms. Smith, /Mrs Smith, /Mr. Smith.
- Who is absent today?
- John is absent today.

7. - This is my classroom. It’s big and cosy. There is a big whiteboard in my classroom.

8. - Where are the noticeboards in your classroom?
- They’re on the right wall.
- Is the bin in the corner?
- Yes, it is.

9. - Take out/ put away your textbooks and notebooks, please?
- Line up, please.
- Speak up. / Be quiet, please.
- All right, Ms. Smith, /Mrs Smith, /Mr. Smith.
- Keep your class clean.
- Keep your desk tidy.
- Do not make a noise in the classroom.
- Do not run in the corridors.
- Clean up.
- Push your chairs in.
- Flush the toilet.

10. - Good.
- Well done. / Good job.

11. – What is “ … ” in English?
12. – Sorry?
13. – I am sure.
- I am not sure.
14. – (You’re) sure?
- Are you sure?
- Yes, I am.
- Is Kate sure?
- No, she isn’t.

- He’s here, Ms. Smith, /Mrs Smith, /Mr. Smith.
- He’s absent, Ms. Smith, /Mrs Smith, /Mr. Smith.
- Who is absent today?
- John is absent today.

7. - This is my classroom. It’s big and cosy. There is a big whiteboard in my classroom.

8. - Where are the noticeboards in your classroom?
- They’re on the right wall.
- Is the bin in the corner?
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- Line up, please.
- Speak up. / Be quiet, please.
- All right, Ms. Smith, /Mrs Smith, /Mr. Smith.
- Keep your class clean.
- Keep your desk tidy.
- Do not make a noise in the classroom.
- Do not run in the corridors.
- Clean up.
- Push your chairs in.
- Flush the toilet.

10. - Good.
- Well done. / Good job.

11. – What is “ … ” in English?
12. – Sorry?
13. – I am sure.
- I am not sure.
14. – (You’re) sure?
- Are you sure?
- Yes, I am.
- Is Kate sure?
- No, she isn’t.

**GAME 2**

Playing “Hangman” about school objects
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<tbody>
<tr>
<td>* Not being rude or hurtful to other people</td>
<td>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.</td>
<td><strong>Listening</strong> 1. Learners can listen to a simple text and understand simple language related to naming and describing family members. 2. Learners can follow a speech which is very slowly and carefully articulated with long pauses for him/her to assimilate meaning. 3. Learners can listen to very short simple texts to match related items mentioned in the text. 4. Learners can listen to a recorded text and ascertain the essential information if supported with visual clues.</td>
<td>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.</td>
<td>PROJECT 1</td>
</tr>
<tr>
<td>* Not using bad language</td>
<td>1. Learners can talk about family members and their jobs.</td>
<td><strong>Reading</strong> 1. Learners can identify key information in short factual texts from the headings and illustrations. 2. Learners can skim a short text and get the gist of it. 3. Learners can scan simple short texts to extract specific information. 4. Learners can read simple short texts for comprehension. 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.</td>
<td>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.</td>
<td>PROJECT 1</td>
</tr>
</tbody>
</table>

**PROJECT 1** Making up a toy family and introducing the family members by giving personal information about them. **PROJECT 2** Wearing the uniforms or costumes of different jobs and talking about their family members’ jobs. **GAME 1** Playing “Guess Who...?”
2. 3. SP 2. Learners can describe physical appearance.
2. 3. SP 3. Learners can produce simple isolated sentences and provide information.
2. 3. SP 4. Learners can repeat simple words and phrases for correct pronunciation.

Spoken Interaction
2. 3. SI 1. Learners can ask and answer questions about each other’s family members.
2. 3. SI 2. Learners can make simple short conversations using basic phrases.
2. 3. SI 3. Learners can communicate in a simple way using basic phrases to ask for and provide simple information.
2. 3. SI 4. Learners can exchange information about daily matters in simple conversations.
2. 3. SI 5. Learners can deduce what they are told to resume simple, routine conversations with some long pauses and hesitations.

Writing
2. 3. W 1. Learners can fill in a family tree.
2. 3. W 2. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
2. 3. W 3. Learners can write very simple short descriptive paragraphs.
2. 3. W 4. Learners can write very simple short conversations by using simple expressions.
2. 3. W 5. Learners can copy out single words and short texts presented in standard printed format for correct spelling.

- My uncle is a chef. He works in a restaurant. He cooks delicious food.
### Concept: Identity

#### All about me

#### TOPIC 4

**MY BELONGINGS**

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/Questions</th>
<th>Learning Objectives</th>
<th>Suggested Structures</th>
<th>Suggested Projects &amp; Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Sharing belongings with others and caring about their own and others’ belongings</td>
<td>1. What belongings reflect your personality?</td>
<td>1. Learners can talk about possessions.</td>
<td>PROJECT 1 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.)</td>
<td>GAME 1 Playing “Chinese Whispers”</td>
</tr>
<tr>
<td>* Being responsive to the needs of others</td>
<td>2. How do you choose your belongings clean and tidy?</td>
<td>2. Learners can enquire about possessions.</td>
<td>PROJECT 2 Making their own toys by recycling old materials such as boxes, plastic plates, toilet paper roles and cardboard</td>
<td>GAME 2 Playing “Hangman”</td>
</tr>
<tr>
<td></td>
<td>3. How do you keep your belongings clean and tidy?</td>
<td>3. Learners can describe belongings by size, shape and colour.</td>
<td></td>
<td>GAME 3 Playing “Twister”</td>
</tr>
<tr>
<td></td>
<td>4. Why should we care about our belongings?</td>
<td>4. Learners can talk about quantities of belongings.</td>
<td></td>
<td>GAME 4 Playing “Treasure Hunt”</td>
</tr>
<tr>
<td></td>
<td>5. Do you have any special belongings in your house?</td>
<td>5. Learners can enquire about quantities of belongings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communicative Objectives**

1. Learners can talk about possessions.
2. Learners can enquire about possessions.
3. Learners can describe belongings by size, shape and colour.
4. Learners can talk about quantities of belongings.
5. Learners can enquire about quantities of belongings.
6. Learners can enquire about likes and dislikes about belongings.
7. Learners can talk about actions in progress.
8. Learners can enquire about actions in progress.
9. Learners can do some easy mathematical problems.

**Listening**

1. I've got five toy cars, two dolls and a puppet.
2. I've got a jacket. My jacket is blue.
3. I have got two posters in my bedroom/ in the living room/ in the kitchen.
4. I've got any music boxes?
5. I haven’t.
6. Have you got any toy cars?
7. Yes, I have three toy cars.
8. Has your puppet got glasses?
9. No, it hasn’t. It's got a hat.
10. Our blocks are square. They are big. They are red and blue.
11. This is a toy plane. It’s big.
12. It’s white and blue. It has got big wings and small round tyres.
13. They’ve got a ball. Their ball is round.
14. I’ve got a doll. It’s small and lovely. Its hair is long.
15. They’ve got lots of toy cars.
16. We’ve got a few apples.
17. Jim’s got some cake.
18. He hasn’t got any umbrellas.
19. I’ve got six stickers.
20. How many teddy bears have you got?
21. Two.
22. How much water have you got?
23. I’ve got some water.

**Reading**

1. I've got five toy cars, two dolls and a puppet.
2. I've got a jacket. My jacket is blue.
3. I have got two posters in my bedroom/ in the living room/ in the kitchen.
4. I've got any music boxes?
5. I haven’t.
6. Have you got any toy cars?
7. Yes, I have three toy cars.
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19. I’ve got six stickers.
20. How many teddy bears have you got?
21. Two.
22. How much water have you got?
23. I’ve got some water.

**Written Production**

1. I've got five toy cars, two dolls and a puppet.
2. I've got a jacket. My jacket is blue.
3. I have got two posters in my bedroom/ in the living room/ in the kitchen.
4. I've got any music boxes?
5. I haven’t.
6. Have you got any toy cars?
7. Yes, I have three toy cars.
8. Has your puppet got glasses?
9. No, it hasn’t. It's got a hat.
10. Our blocks are square. They are big. They are red and blue.
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17. Jim’s got some cake.
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19. I’ve got six stickers.
20. How many teddy bears have you got?
21. Two.
22. How much water have you got?
23. I’ve got some water.
mathematical problems.
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).

Spoken Interaction
2. 4. SI 1. Learners can make simple short conversations asking and answering questions about their belongings’ descriptions and whereabouts.
2. 4. SI 2. Learners can initiate, maintain and end face-to-face conversations.
2. 4. SI 3. Learners can make simple short conversations asking and answering questions about what someone is doing at the moment.
2. 4. SI 4. Learners can identify single items of information from spoken texts such as numbers, colours, names, etc.

Writing
2. 4. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
2. 4. W 2. Learners can complete simple short texts when they are supported by visual aids.
2. 4. W 3. Learners can rewrite a simple short descriptive paragraph by making some small changes.
2. 4. W 4. Learners can copy words and sentences accurately from the board or other source for correct spelling.
2. 4. W 5. Learners can participate in shared writing activities (making posters, writing wall stories) in a group or in pairs.

6. – Do you like sandals?
- Yes, I do.
- Does Danny like his new bike?
- No, he doesn’t.
7. - My doll is singing a song now.
- My robot’s walking.
8. – What’s your doll doing?
- It’s dancing and singing.
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.
**TOPIC 5**

**PLAYGROUND**

<table>
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<th>Suggested Projects &amp; Games</th>
</tr>
</thead>
</table>
| * 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? | **Listening**  
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. | **PROJECT 1**  
Playing on the playground equipment and making conversations about what they are playing or doing | **PROJECT 1**  
Playing on the playground equipment and making conversations about what they are playing or doing |

|  |  | **Skills** |  |
|--------|------------------|-----------------|  |
| 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? | **PROJECT 2**  
Making a poster of their own imaginary playground and presenting their imaginary playground in front of the class | **PROJECT 2**  
Making a poster of their own imaginary playground and presenting their imaginary playground in front of the class |

|  |  |  | **PROJECT 3**  
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 | **PROJECT 3**  
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 |

|  |  |  | **PROJECT 4**  
Designing a new form of playground equipment using their imagination and explaining how to play on it | **PROJECT 4**  
Designing a new form of playground equipment using their imagination and explaining how to play on it |

|  |  |  | **GAME 1**  
Guessing target words about playground by using flashcards | **GAME 1**  
Guessing target words about playground by using flashcards |

|  |  |  | **GAME 2**  
Playing “Bingo” using | **GAME 2**  
Playing “Bingo” using |
Spoken Production
2.5. SP 1. Learners can talk about what they are doing at the moment.
2.5. SP 2. Learners can dramatize a short story using actions in progress.
2.5. SP 3. Learners can repeat sentences clearly paying attention to the correct pronunciation, stress and intonation.
2.5. SP 4. Learners can produce isolated phrases and meaningful sentences on their own.

Spoken Interaction
2.5. SI 1. Learners can make and respond to suggestions in simple conversations.
2.5. SI 2. Learners can ask and answer questions about actions in progress.
2.5. SI 3. Learners can invite someone to do something.
2.5. SI 4. Learners can accept/decline an offer or invitation.
2.5. SI 5. Learners can ask questions to learn about whether an invitation or an offer is accepted or declined.

Writing
2.5. W 1. Learners can write simple short texts by the help of given prompts or model texts.
2.5. W 2. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
2.5. W 3. Learners can select key words and phrases or short sentences from short texts and complete simple short texts by reusing them.
2.5. W 4. Learners can copy out basic phrases and sentences from very short texts and reproduce them in their writings.
2.5. W 5. Learners can write grade appropriate sentences upon dictation.

- No, thank you. I'd like to play on the roundabout.
10. - Wait for your turn. Don’t rush!
- Don’t stand on the swings.
- Don’t walk or run in front of the swings.
- Don’t fight with other children in the playground.
- Put your bags and clothes out of the way.
- Don’t push other children off the equipment.
11. - What are you doing?
- I am swinging.
- What is Harper doing?
- She’s sliding.
- Who is jumping on the trampoline?
- Frank is jumping on the trampoline.
- Is Rob swinging?
- No, he isn’t. He’s seesawing with Ian.
- Who is going down the slide?
- Ian and Will are going down the slide.
- What are you doing?
- We’re spinning round on the roundabout.
- What is Kevin doing?
- He’s jumping on the trampoline.
12. - Are you happy?
- Yes, I am very happy.
13. - (With a nod of head) Thank you.
- Yes, please.
- No, thank you.
- (With a shake of head) Sorry!
# Concept: Responsibility

**All about our responsibilities**

**TOPIC 6**

**MY BODY AND HYGIENE**

**VALUES**

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

**Spoken Interaction**
2. 6. SI 1. Learners give and take advice in a role-play.
2. 6. SI 2. Learners can make simple short conversations asking and answering questions about someone’s feelings.
2. 6. SI 3. Learners can interact at a slower rate of speech.
2. 6. SI 4. Learners can warn someone not to do something, ask for reasons and make explanations in simple short conversations.
2. 6. SI 5. Learners can make simple short conversations asking and answering questions about actions in progress.
2. 6. SI 6. Learners can use basic idiomatic vocabulary (ex: give me five, thumbs up etc.) appropriately in face-to-face conversations.

**Writing**
2. 6. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
2. 6. W 2. Learners can complete simple texts by using visual aids.
2. 6. W 3. Learners can write isolated sentences.
2. 6. W 4. Learners can complete short texts by paying attention to spelling rules.
2. 6. W 5. Learners can label and create meaning from pictures.
2. 6. W 6. Learners can use appropriate punctuation marks in a simple sentence.

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.
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.
9. – Be careful! Don’t touch the stove.
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.
<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/Questions</th>
<th>Learning Objectives</th>
<th>Suggested Structures</th>
<th>Suggested Projects&amp;Games</th>
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<tbody>
<tr>
<td>* Showing respect for traditional clothes</td>
<td>1. How many seasons are there in your country?</td>
<td><strong>Listening</strong>&lt;br&gt;2. 7. L 1. Learners can talk about seasons.&lt;br&gt;2. 7. L 2. Learners can talk about the weather conditions.&lt;br&gt;2. 7. L 3. Learners can talk about what they/other people are wearing and/or doing at the moment.</td>
<td>1. It’s autumn.&lt;br&gt;2. It’s winter.&lt;br&gt;3. What season is it?</td>
<td>PROJECT 1&lt;br&gt;Going out to the garden and talking about the weather conditions or singing a song about the weather conditions and mimicking them</td>
</tr>
<tr>
<td>* Sharing with others</td>
<td>2. Do you enjoy the change of seasons?</td>
<td>2. 7. L 4. Learners can talk about the days of the week.</td>
<td>3. What’s the weather like today?</td>
<td>PROJECT 2&lt;br&gt;Making a weather/seasons wheel chart and making a presentation about the weather conditions</td>
</tr>
<tr>
<td>* Showing gratitude</td>
<td>3. What causes the change of seasons on Earth?</td>
<td>2. 7. L 5. Learners can talk about the months.</td>
<td>4. – It’s Monday.&lt;br&gt;5. – It’s January.</td>
<td>PROJECT 3&lt;br&gt;Making a calendar with pictures on each page and then talking about what people are wearing and doing in each calendar picture</td>
</tr>
<tr>
<td>*</td>
<td>4. What would happen if the Earth didn’t travel around the sun?</td>
<td>2. 7. L 6. Learners can talk about clothes.</td>
<td>6. – It’s Monday.&lt;br&gt;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.</td>
<td>PROJECT 4&lt;br&gt;Making posters of seasons with months and proper clothes for these seasons and then making a presentation of their posters</td>
</tr>
<tr>
<td></td>
<td>5. What would be different if the Earth had no seasons?</td>
<td>2. 7. L 7. Learners can talk about clothes.</td>
<td>8. – It’s Monday.&lt;br&gt;9. – It’s January.</td>
<td>GAME 1&lt;br&gt;Playing “Hangman” about clothes, seasons and weather conditions</td>
</tr>
<tr>
<td></td>
<td>6. Why is it cold at night?</td>
<td>2. 7. L 8. Learners can listen to a simple text and respond to questions or instructions addressed slowly and clearly to them.</td>
<td>10. – It’s Monday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Does the Earth’s distance from the Sun change throughout the year?</td>
<td>2. 7. L 9. Learners can listen and extract essential information from short recorded texts.</td>
<td>11. – It’s January.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Does the Earth’s distance play an important role on the changing of seasons?</td>
<td>2. 7. L 10. Learners can listen and extract essential information from short recorded texts.</td>
<td>12. – It’s January.</td>
<td></td>
</tr>
</tbody>
</table>
properly in their monologues.
2. 7. SP 4. Learners can produce simple isolated phrases and sentences.
2. 7. SP 5. Learners can ask a speaker to slow down if necessary.
2. 7. SP 6. Learners can talk about factual information.

Spoken Interaction
2. 7. SI 1. Learners can ask and answer questions about the weather conditions in simple conversations.
2. 7. SI 2. Learners can make simple short conversations asking and answering questions about what people are wearing and/or doing at the moment.
2. 7. SI 3. Learners can initiate, maintain and end simple face-to-face daily conversations.
2. 7. SI 4. Learners can ask and answer questions to complete a table (information gap activity).

Writing
2. 7. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
2. 7. W 2. Learners can write very simple short descriptive paragraphs.
2. 7. W 3. Learners can write words and phrases for correct spelling (dictation).
2. 7. W 4. Learners can copy out single words and short texts presented in standard printed format for correct spelling.
2. 7. W 5. Learners can transfer signs and symbols into phrases and simple sentences.

8. - I am wearing a pair of black trousers, a white shirt and a grey cardigan at the moment.
9. - Is Jack wearing a pair of jeans?
   - No, he isn’t. He’s wearing a pair of trousers.
   - What’s Edward doing?
   - He’s playing basketball with his friends.
   - Is Tina painting a picture?
   - Yes, she is.
10. – Slowly, please.
11. - What do you think about these socks?
   - Good.
   - Lovely.
   - Gorgeous. I love them.
   – Not good.
   - They aren’t trendy.

GAME 2
Playing “Freeze” to talk about students’ current actions
**VALUES**

* Appreciating the value of time and using time effectively
* Planning, arranging and then carrying out activities effectively
* Working cooperatively and collectively in a group

**Big Ideas/Questions**

1. What are your daily responsibilities?
2. What are you supposed to do at home?
3. What chores do you help with at home?
4. Which chores do you like doing?
5. Which chores are easy or difficult for you?
6. Are there any chores that you don’t like doing at home?
7. Do you make a plan before you start doing something?
8. How often do you wash the dishes/do the laundry/set the table etc.?

**TOPIC 8**

**DAILY LIFE AND CHORES**

**Listening**

1. Learners can tell the time.
2. Learners can enquire about the time.
3. Learners can use time expressions properly.
4. Learners can talk about daily habits.
5. Learners can enquire about daily habits.
6. Learners can talk about daily routines.
7. Learners can enquire about daily routine.
8. Learners can ask for clarification.
9. Learners can ask for repetition.
10. Learners can express ignorance of an expression.
11. Learners can talk about obligations.
12. Learners can enquire about obligations.

**Reading**

1. Learners can read very short and clear texts for comprehension.
2. Learners can read very short texts and extract specific information.
3. Learners can read very short conversations and determine the main points.
4. Learners can engage in silent sustained reading for 4-5 minutes.
5. Learners can read and order images sequentially.
7. Learners can identify new words from a short picture storybook.

**Spoken Production**

1. - It’s two o’clock.
2. - It’s half past two.
3. - What time is it now?
4. - It’s a quarter to three.
5. - I wake up early in the morning.
6. - We drink milk every morning.
7. - Ian brushes his teeth every day.
8. - Do you brush your teeth every day?
9. - Yes, I do.
10. - Does Jane eat vegetables and fruit?
11. - Yes, she does.
12. - I wake up early every morning. I wash my face and hands. I have breakfast. Then I go to school. …
13. - I go to bed early. Do you go to bed early?
15. - I get up early. What about you?
16. - I don’t get up early.
17. - Sorry! You don’t?
18. - Yes, I don’t get up early.
19. - Sorry, can you say it again?
20. - Sorry, can you repeat it again?
21. - Sorry, I don’t know “…. ”/ that word.
22. - You have to wear a uniform at school.
23. - I must wipe the table.
24. - Do we have to be quiet at the library?
25. - Yes, we do.

**Concept:** Responsibility

_All about our responsibilities_

**TOPIC 8**

**DAILY LIFE AND CHORES**

**Big Ideas/Questions**

1. What are your daily responsibilities?
2. What are you supposed to do at home?
3. What chores do you help with at home?
4. Which chores do you like doing?
5. Which chores are easy or difficult for you?
6. Are there any chores that you don’t like doing at home?
7. Do you make a plan before you start doing something?
8. How often do you wash the dishes/do the laundry/set the table etc.?

**Values**

* Appreciating the value of time and using time effectively
* Planning, arranging and then carrying out activities effectively
* Working cooperatively and collectively in a group

**Learning Objectives**

1. Learners can tell the time.
2. Learners can enquire about the time.
3. Learners can use time expressions properly.
4. Learners can talk about daily habits.
5. Learners can enquire about daily habits.
6. Learners can talk about daily routines.
7. Learners can enquire about daily routine.
8. Learners can ask for clarification.
9. Learners can ask for repetition.
10. Learners can express ignorance of an expression.
11. Learners can talk about obligations.
12. Learners can enquire about obligations.

**Suggested Structures**

1. - It’s two o’clock.
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24. - Do we have to be quiet at the library?
25. - Yes, we do.

**Suggested Projects & Games**

**PROJECT 1**

Making a spin chart showing their daily habits and spinning round their charts and talking about their daily habits in turns

**PROJECT 2**

Sharing chores at school and taking responsibilities of school chores

**GAME 1**

Playing “Bingo” to talk about the time

**GAME 2**

Playing “Ask and Tell” game about daily routines
2. 8. SP 1. Learners can talk about their habits by producing simple isolated phrases.
2. 8. SP 2. Learners can talk about their own daily routines if they are supported with visual or audio-visual clues.
2. 8. SP 3. Learners can dramatize a story about obligations.
2. 8. SP 4. Learners can use phonetic clues to sound out words when reading aloud individually and in chorus.

**Spoken Interaction**
2. 8. SI 1. Learners can make conversations asking and answering questions about each other’s daily routine.
2. 8. SI 2. Learners can ask and answer questions, initiate, respond to simple statements in areas of immediate need or on familiar topics.
2. 8. SI 3. Learners can make simple short conversations by using basic phrases.
2. 8. SI 4. Learners can act out a role-play about daily routines.

**Writing**
2. 8. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
2. 8. W 2. Learners can use clues to make predictions and write simple isolated sentences.
2. 8. W 3. Learners can rewrite phrases and sentences to correct the false information.
2. 8. W 4. Learners can pick out and reproduce key words, phrases and short sentences from a short text within his/her limited competence and experience.
2. 8. W 5. Learners can use punctuation appropriately.
### VALUES

* Appreciating nature and taking care of other living things around them
* Avoiding placing themselves and others in danger or at risk

### Big Ideas/Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can we protect our environment?</td>
<td>1. Learners can talk about geographical features.</td>
</tr>
<tr>
<td>2. Why do we need to explore nature?</td>
<td>2. Learners can enquire about geographical features.</td>
</tr>
<tr>
<td>3. How do animals adapt to their environments and the change of seasons and the weather?</td>
<td>3. Learners can talk about animals.</td>
</tr>
<tr>
<td>4. What stereotypes do we have for animals?</td>
<td>4. Learners can enquire about animals.</td>
</tr>
<tr>
<td>5. Why should we care about the animals’ habitats?</td>
<td>5. Learners can talk about animals and abilities of animals.</td>
</tr>
<tr>
<td>6. Do we have individual and/or collective responsibilities to animals and animals’ habitats?</td>
<td>6. Learners can enquire about quantities of animals.</td>
</tr>
<tr>
<td>7. Do you think we make Earth worse for animals to live in?</td>
<td>7. Learners can talk about abilities and inabilities of animals.</td>
</tr>
<tr>
<td>8. How can we act to prevent further damage to the animals’ habitats?</td>
<td>8. Learners can talk about whereabouts of animals.</td>
</tr>
<tr>
<td>9. How can we make Earth better for animals to live in?</td>
<td>9. Learners can talk about whereabout of animals.</td>
</tr>
<tr>
<td>10. How does a</td>
<td>10. Learners can talk about general truths such as scientific facts.</td>
</tr>
</tbody>
</table>

### Communicative Objectives

<table>
<thead>
<tr>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. 9. L 1. Learners can listen to a simple text and identify essential information.</td>
</tr>
<tr>
<td>2. 9. L 2. Learners can listen and outline the main points of a short, clear and simple text.</td>
</tr>
<tr>
<td>2. 9. L 3. Learners can listen and understand enough to derive probable meaning of unknown words from the context.</td>
</tr>
<tr>
<td>2. 9. L 4. Learners can listen and comprehend simple short conversations.</td>
</tr>
<tr>
<td>2. 9. L 5. Learners can listen and identify animals by their sounds.</td>
</tr>
<tr>
<td>2. 9. L 6. Learners can listen to songs and sing along.</td>
</tr>
</tbody>
</table>

### Spoken Production

| 2. 9. SP 1. Learners can talk about factual information. |
| 2. 9. SP 2. Learners can have a talk about the water cycle when there is visual support. |
| 2. 9. SP 3. Learners can give scientific |

### Suggested Structures

1. - There’s a green valley. |
2. - There are two high mountains. |
3. - No, there aren’t any rivers in this region. |
4. - There aren’t many elephants in this national park. |
5. - There are lots of zebras in this national park. |
6. - How many gorillas are there in the zoo this year? |
7. - How many chickens are there? |
8. - How many gorillas are there in this national park. |
9. - There are a few giraffes. |
10. - There are two parrots in this tree. |

### Suggested Projects & Games

**PROJECT 1** Making a presentation about water cycle in the class

**PROJECT 2** Making a small booklet about animals and then making simple conversations about the animals in their booklets in small groups

**PROJECT 3** Adopting endangered animals online and taking responsibilities of these animals

**PROJECT 4** Making an experiment about water cycle and presenting it in front of the class

**GAME 1** Playing “Guess Who” game about characteristics and abilities of different animals
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens when water gets hot in the atmosphere?</td>
<td>Some fall into sea and some fall onto the land.</td>
</tr>
<tr>
<td>How does the water cycle work?</td>
<td>Water changes state.</td>
</tr>
<tr>
<td>How can water turn into a liquid, a vapour and a solid?</td>
<td>- How does vapour become liquid? It becomes liquid by cooling.</td>
</tr>
</tbody>
</table>

**Spoken Interaction**

- Learners can ask for and provide factual information in simple terms.
- Learners can make simple short conversations.
- Learners can rephrase and/or correct their mistakes at a slower rate of speech.
- Learners can respond to questions and instructions addressed carefully and slowly to him/her and follow short and simple directions.

**Writing**

- Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
- Learners can pick out and reproduce key words and phrases or short sentences from a short text within their limited competence and experience.
- Learners can rewrite simple short expository paragraphs when there is visual support.
- Learners can write grade appropriate sentences upon dictation.
### Concept: Society
#### All about society

### TOPIC 10
#### STORIES

**VALUES**

<table>
<thead>
<tr>
<th>* Reacting reasonably to the difficult situation</th>
<th>* Expressing ideas clearly and logically</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why are memories very important for us?</td>
<td>1. Why do children love stories?</td>
</tr>
<tr>
<td>2. How can we keep good memories vivid?</td>
<td>2. Do you like listening to stories?</td>
</tr>
<tr>
<td>3. How can you narrate past events?</td>
<td>3. Do you keep a diary?</td>
</tr>
<tr>
<td>4. What makes the past special?</td>
<td>4. Do you like love stories?</td>
</tr>
<tr>
<td>5. Do you keep a diary?</td>
<td>5. Why do children love stories?</td>
</tr>
</tbody>
</table>

**Big Ideas/Questions**

1. Why are memories very important for us?
2. How can we keep good memories vivid?
3. How can you narrate past events?
4. What makes the past special?
5. Do you keep a diary?
6. Do you like listening to stories? Why? Why not?
7. Why do children love stories?
8. Do stories give any messages to people?

**Learning Objectives**

1. **Communicative Objectives**
   - Learners can talk about the past situations.
   - Learners can enquire about the past situations.
   - Learners can compare two different situations (now and then) using connector “but”.
   - Learners can talk about the past events.
   - Learners can enquire about the past events.
   - Learners can do some easy mathematical problems.
   - Learners can ask for repetition.
   - Learners can give the descriptions of events in a sequence.

2. **Listening**
   - 10. L 1. Learners can listen to a short story and find the correct summary among given alternatives.
   - 10. L 2. Learners can listen to a picture story and understand the gist of it.
   - 10. L 3. Learners can listen and complete a short text if there is visual support.
   - 10. L 4. Learners can listen and extract essential information.
   - 10. L 5. Learners can listen for specific information in a story and answer related questions.
   - 10. L 6. Learners can listen to songs and sing along.

3. **Reading**
   - 10. R 1. Learners can read very simple and short texts and find specific information.
   - 10. R 2. Learners can read a very simple picture story and outline the main events.
   - 10. R 3. Learners can purposely read and follow the events carefully.
   - 10. R 4. Learners can engage in silent sustained reading for 10 minutes or more.
   - 10. R 5. Learners can read simple fables and understand them.
   - 10. R 7. Learners can read and find details in a reading passage.

4. **Spoken Production**
   - 10. SP 1. Learners can talk about past situations.
   - 10. SP 2. Learners can retell the past events in order by using visual aids.
   - 10. SP 3. Learners can retell a story in short simple sentences after they have listened to it.

**Skills**

1. – It was cold and rainy yesterday.
   - It was cloudy two days ago.
   - We were cold last morning.
   - 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.
   - It’s sunny and clear today but it was cloudy and rainy yesterday.
   - I was bored yesterday but I am happy today.
   - I went to the cinema yesterday.
   - We saw a puppy yesterday.
   - What did you do yesterday?
   - I went shopping.
   - Did you text me yesterday?
   - No, she didn’t.
   - Did Jack feed the kitten yesterday?
   - Yes, he did.
   - Ron bought three pizzas yesterday. Each pizza had six slices.

**Suggested Projects & Games**

<table>
<thead>
<tr>
<th>PROJECT 1</th>
<th>Keeping a diary</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT 2</td>
<td>Making a classroom library; selecting and reading grade and theme appropriate books in English from this classroom library</td>
</tr>
<tr>
<td>PROJECT 3</td>
<td>Conducting/Organising a “Best Short Story Contest”</td>
</tr>
<tr>
<td>GAME 1</td>
<td>Playing “What did Simon do?” game</td>
</tr>
</tbody>
</table>
attentively; followed it and anticipated the rest of events.
2. 10. SP 4. Learners can say what s/he thinks about events, characters and so on in a story.
2. 10. SP 5. Learners can give a simple description or presentation of characters and events in a story by using visual aids.
2. 10. SP 6. Learners can recognize and use key vocabulary from a picture story.

**Spoken Interaction**
2. 10. SI 1. Learners can make simple short conversations about past situations.
2. 10. SI 2. Learners can communicate in simple and routine tasks requiring simple and direct exchange of information.
2. 10. SI 3. Learners can ask and answer questions about the past events in a story.
2. 10. SI 4. Learners can exchange necessary information to keep conversation going in accordance with the relevant topic.

**Writing**
2. 10. W 1. Learners can write simple diary entries.
2. 10. W 2. Learners can create meaning from the given pictures and complete short stories by using visual aids.
2. 10. W 3. Learners can write simple short texts paying attention to spelling rules.
2. 10. W 4. Learners can reproduce and use the key words and phrases or short sentences from a short story.
2. 10. W 5. Learners can use appropriate punctuation in simple sentences.
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.
2. 10. W 7. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.

---

many slices of pizza did he have?
- Three times six equals eighteen. He had eighteen slices of pizza.
7. - Sorry! I couldn’t catch you. Can you repeat it for me, please?
- Okay. Danny had 15 coins. He bought a ruler for 12 coins. How many coins does he have left?
- He had three coins left. Because fifteen minus twelve is three.
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 bookstores. Finally, his book became a best seller.
### 5. Concept Table for the Third Grade

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<thead>
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<tr>
<td><strong>Identity</strong></td>
<td><strong>Society</strong></td>
<td><strong>Responsibility</strong></td>
<td><strong>Change</strong></td>
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<tr>
<td><strong>Theme</strong></td>
<td><strong>All about me</strong></td>
<td><strong>All about society</strong></td>
<td><strong>All about our responsibilities</strong></td>
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<tr>
<td><strong>Topic</strong></td>
<td><strong>Hello</strong></td>
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<td><strong>Topic</strong></td>
<td><strong>Food and drinks</strong></td>
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<td><strong>A typical day</strong></td>
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<tr>
<td><strong>Topic</strong></td>
<td><strong>Story time</strong></td>
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</table>
# 6. FRAMEWORK OF THE COMMUNICATIVE OBJECTIVES FOR THE THIRD GRADE

**Concept:** Identity
*All about me*

## TOPIC 1
HELLO

<table>
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<tr>
<th>VALUES</th>
<th>Big Ideas/Questions</th>
<th>Learning Objectives</th>
<th>Suggested Structures</th>
<th>Suggested Projects &amp; Games</th>
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</thead>
</table>

### *Respecting themselves and others around them*

1. What is the most important thing when you are introduced to a new person for the first time?
2. Why do you need to share your personal information with someone new you have just met?
3. What makes you curious about someone you don’t know?
4. How can you describe yourself to a new friend?
5. Which is more important at first sight? Someone’s physical appearance or personality traits?

### *Respecting personal differences*

1. Learners can initiate and maintain and end the conversation.
2. Learners can introduce someone and react to be introduced in an informal speech.
3. Learners can talk about himself/herself giving personal information.
4. Learners can enquire about their personal details.
5. Learners can ask for a word to be spelt out and spell words.
6. Learners can ask for repetition.
7. Learners can ask for confirmation of understanding.
8. Learners can express gratitude and respond appropriately.
9. Learners can count up to one thousand.
10. Learners can enquire about colours.

### *Showing respect for the elderly*

1. - Hello! I am Jason.  
2. - Hi! I’m Nicky.  
3. - Nice to meet you, Pam.  
4. - Glad to meet you, Ron.  
5. - How are you?  
6. - Great! You?  
7. - Not bad.  
8. - See you later.  
9. - See you, soon.

### *Listening*

1. Learners can listen to a simple text and identify necessary information.
2. Learners can differentiate the sounds they hear and select the correct ones.
3. Learners can listen to simple daily conversations and understand them.
4. Learners can listen and follow daily conversations.
5. Learners can listen and respond to basic instructions addressed carefully and slowly to him/her and follow short simple directions.
6. Learners can listen and respond to simple questions in context individually or as a group member.
7. Learners can listen to daily conversations attentively to ascertain essential information.
8. Learners can listen to songs and sing along.

### *Reading*

1. Learners can read a short simple text for comprehension.
2. Learners can read and recognize simple words and simple phrases.
3. Learners can scan and get specific information in a short, simple text.
4. Learners can follow along guided reading activities.

### PROJECT 1
Making up two imaginary cartoon characters and then acting out simple dialogues between them

### PROJECT 2
Holding a “Spelling Bee Competition” for one classroom or for several classes

### PROJECT 3
Visiting an elderly care home

### PROJECT 4
Selecting and reading grade and theme appropriate books in English from class and school libraries

### GAME 1
Playing “Hangman” in pairs or in small groups

### GAME 2
Playing “Bingo” game using numbers (1-100)

### GAME 3
Playing “Sentence Monkey” game
simple classroom directions.
3. 1. R 6. Learners can read charts and schedules and deduce meaning.
3. 1. R 7. Learners can engage in silent sustained reading for 10-15 minutes.
3. 1. R 8. Learners can read a simple text and order relevant images sequentially.

**Spoken Production**
3. 1. SP 1. Learners can give personal information about themselves.
3. 1. SP 2. Learners can spell words correctly.
3. 1. SP 3. Learners can produce simple sentences in their monologues paying attention to stress and intonation.
3. 1. SP 4. Learners can respond to familiar or predictable language patterns by joining in or using choral response.
3. 1. SP 5. Learners can answer questions when they are addressed carefully and slowly.
3. 1. SP 6. Learners can repeat words, phrases and simple sentences clearly with correct pronunciation, stress and intonation
3. 1. SP 7. Learners can read aloud very short, rehearsed statements.
3. 1. SP 8. Learners can ask for clarification; spelling of key words or phrases not understood using stock phrases.

**Spoken Interaction**
3. 1. SI 1. Learners can introduce themselves.
3. 1. SI 2. Learners can make daily simple conversations.
3. 1. SI 3. Learners can have simple chats asking and answering questions about their personal information.
3. 1. SI 4. Learners can ask for spelling, repetition and confirmation of understanding in simple conversations.
### Speaking

3. 1. SI 5. Learners can express gratitude and respond back appropriately in simple conversations.
3. 1. SI 6. Learners can initiate, maintain and end simple conversations.

### Writing

3. 1. W 1. Learners can write a descriptive paragraph by using short sentences about themselves.
3. 1. W 2. Learners can complete daily dialogues if there is visual support.
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.
3. 1. W 4. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.

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**Concept:** Responsibilities
**All about our responsibilities**

**TOPIC 2**

**SCHOOL LIFE**

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<td></td>
<td>Communicative Objectives</td>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>* Getting accustomed to the rules that make their lives better * Building good habits to adopt a new environment or situation</td>
<td>1. Do we have any obligations? 2. How can we respect others’ rights? 3. What makes you get annoyed in a community? 4. How can you take control over a group of people? 5. How can we build appropriate behaviours to stay safe and happy in a group of people? 6. Why are rules necessary? 7. What would our lives be like if there were no rules?</td>
<td>1. Learners can tell the time. 2. Learners can enquire about the time. 3. Learners can talk about school subjects. 4. Learners can enquire about school subjects. 5. Learners can correct themselves when they hesitate. 6. Learners can express their likes and dislikes by using linking words &quot;and&quot;, &quot;but&quot;, &quot;or&quot; and &quot;because&quot;. 7. Learners can enquire about likes and dislikes. 8. Learners can express obligations to do something. 9. Learners can enquire if someone is obliged to do something or not. 10. Learners can ask for clarification. 11. Learners can talk about rules. 12. Learners can use 'first', 'next', 'then' and 'finally'.</td>
<td>Listening 3. 2. L 1. Learners can listen to short clear simple messages and/or announcements and detect the main point. 3. 2. L 2. Learners can listen to short recorded texts and extract specific information. 3. 2. L 3. Learners can listen to simple daily conversations that are articulated slowly and carefully and deduce meaning. 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. 3. 2. L 5. Learners can listen to face-to-face conversations to meet immediate needs provided that speech is clearly and slowly articulated. 3. 2. L 6. Learners can listen and respond to multi-step instructions addressed carefully and slowly to him/her and follow directions. 3. 2. L 7. Learners can listen to songs and sing along. Reading 3. 2. R 1. Learners can scan very simple and short texts and extract specific information. 3. 2. R 2. Learners can read very simple short texts about daily matters to get the main idea. 3. 2. R 3. Learners can read simple texts and comprehend them. 3. 2. R 4. Learners can read and determine the main idea of a text. 3. 2. R 5. Learners can read for purpose and follow charts and schedules over a period of time. 3. 2. R 6. Learners can engage in silent sustained reading for up to 10-15 minutes. 3. 2. R 7. Learners can decode an unfamiliar text. Spoken Production 1. It’s three o’clock. 2. What time is your English lesson? - It’s at half past ten in the morning. 3. I have got two Art lessons today. Then I have got two Science lessons. 4. Have you got any Turkish lessons today? - No, I haven’t got any Turkish lessons but I’ve got some English lessons today. - How many English lessons have you got? - One. 5. I’ve got two English lessons. Err… Sorry! Not two, one English lesson. 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. 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.</td>
<td>PROJET 1 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) PROJECT 2 Going on a trip to a nearby school and then talking about this school such as school timetables and rules GAME 1 Playing “Guessing Game” about favourite school subjects GAME 2 Playing “Board” game about likes and dislikes GAME 3 Playing “Memory” game</td>
</tr>
</tbody>
</table>
3. 2. SP 1. Learners can point to the pictures of school subjects and then talk about likes and dislikes.
3. 2. SP 2. Learners can talk about obligations and rules.
3. 2. SP 3. Learners can repeat for correct pronunciation.
3. 2. SP 4. Learners can interpret a school timetable in detail.
3. 2. SP 5. Learners can respond to questions and instructions when addressed carefully and slowly.
3. 2. SP 6. Learners can memorize words of songs, poems and chants and recite them individually or chorally paying attention to stress and intonation.

Spoken Interaction
3. 2. SI 1. Learners can ask and answer questions in simple daily conversations.
3. 2. SI 2. Learners can make simple conversations asking and answering questions about their likes and dislikes.
3. 2. SI 3. Learners can ask for clarification in a simple conversation.
3. 2. SI 4. Learners can have a chat about obligations and rules.
3. 2. SI 5. Learners can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on a familiar topic.
3. 2. SI 6. Learners can interact in pairs or in a group at a slower rate of speech.

Writing
3. 2. W 1. Learners can fill in a school timetable by using the given prompts.
3. 2. W 2. 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.
3. 2. W 3. Learners can write short expository paragraphs.
3. 2. W 4. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
3. 2. W 5. Learners can rewrite the sentences to correct the false information by using prompts.
3. 2. W 6. Learners can participate in shared writing activities (skits, research projects, posters, poems, etc.).

8. - I have to wear a uniform at school.
   - I have to bring in my textbooks.
9. - Do you have to do homework every day?
   - Yes, every day.
   - Yes, I do.
11. - Students must return books to the library on time.
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.
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<tr>
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<tbody>
<tr>
<td>* 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</td>
<td>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?</td>
<td>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.</td>
<td><strong>Listening</strong> 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.</td>
<td><strong>PROJECT 1</strong> 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.) <strong>PROJECT 2</strong> Making a booklet which has pages with pictures of their imaginary families and short notes about them such as physical appearance and personality traits</td>
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<td><strong>Reading</strong> 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.</td>
<td></td>
<td><strong>GAME 1</strong> Playing “Guess Who” <strong>GAME 2</strong> Playing “Ask and Tell” about family members using flash cards</td>
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<tr>
<td>Spoken Production</td>
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<tr>
<td>3. 3. SP 1. Learners can talk about their homes.</td>
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<tr>
<td>3. 3. SP 2. Learners can give information about their family members.</td>
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<tr>
<td>3. 3. SP 3. Learners can describe things in their rooms by size, shape or colour, etc.</td>
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<tr>
<td>3. 3. SP 4. Learners can repeat for correct pronunciation.</td>
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<td>3. 3. SP 5. Learners can make a short presentation on a celebrity’s/famous person’s family after collecting necessary information.</td>
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<td>3. 3. SP 6. Learners can answer straightforward follow-up questions with some pauses and help.</td>
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<tr>
<td>Spoken Interaction</td>
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<tr>
<td>3. 3. SI 1. Learners can make simple short conversations asking and answering questions about family and home.</td>
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<tr>
<td>3. 3. SI 2. Learners can make simple face-to-face dialogues about their families and homes.</td>
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<tr>
<td>3. 3. SI 3. Learners can exchange information in face-to-face conversations.</td>
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<tr>
<td>3. 3. SI 4. Learners can make simple short conversations seeking and giving permission or stating that permission is not given.</td>
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<td>3. 3. SI 5. Learners can ask people how they are and react to news.</td>
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<tr>
<td>Writing</td>
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<tr>
<td>3. 3. W 1. Learners can do picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</td>
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<td>3. 3. W 2. Learners can complete very simple short texts by the help of given prompts.</td>
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<td>3. 3. W 3. Learners can write very simple descriptive paragraphs by the help of visuals.</td>
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<td>3. 3. W 4. Learners can make a family tree.</td>
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<tr>
<td>3. 3. W 5. Learners can produce a simple and general summary of a story.</td>
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</tbody>
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|  
| GAME 3 |  
| Playing “Hot Seat” game |  

- No, you can’t.  
- I’m sorry, you can’t.  
- I’m afraid you can’t.  
8. - I live in a flat. There is a living room in my flat. It’s big.  
- This is our house. There is a kitchen and a living room downstairs.  
9. - What rooms are there upstairs?  
- There are two bathrooms and three bedrooms upstairs.  
- Is there a bathroom downstairs?  
- Yes, there is.  
- Where is Kate?  
- She’s in the living room.  
- Is Ian in the bathroom?  
- Yes, he is.  
- Is Daisy in the kitchen?  
- No, she isn’t. She’s in her bedroom.  
10. - This/that is a sofa.  
- This/that is a kettle.  
- These are armchairs. They are soft and comfortable.  
- This isn’t a fridge. It’s a dishwasher.  
11. - There’s a table in the kitchen. It’s big and round. It’s white.  
- There’s a rug in the bathroom. It’s small and rectangular.  
12. - How many cupboards are there in the kitchen?  
- There are six cupboards in the kitchen.  
- Are there any shelves in the kitchen?  
- Yes, there are four shelves on the wall.  
- Where are they?  
- They’re on the left wall.
### TOPIC 4
**NEIGHBOURHOOD**

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<th>Suggested Structures</th>
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</thead>
<tbody>
<tr>
<td>* Being courteous to others and being fair * Accepting responsibility for things around us and taking care of them</td>
<td>* Have you ever got lost in an unfamiliar neighbourhood? If so, how did you feel? How did you find your way? * * Have you ever helped someone who asks for directions? * * How do you give directions to someone who wants to get to anywhere? * * Do you think it is your responsibility to help someone on the road? * * Do you give directions according to the locations of important buildings? * * How can you offer assistance to someone if you think h/she needs help? * * How can you accept or decline an offer?</td>
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</table>
| | 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. | **Listening** 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. | **PROJECT 1** Making models of their imaginary neighbourhoods and giving presentations about them **PROJECT 2** Making simple conversations asking for and giving directions to the buildings in their school’s neighbourhood and making a short video of their conversations **PROJECT 3** Making a model of a house or flat by using old materials and then making conversations about their models in the class **PROJECT 4** Making a short film which takes place in their houses or flats and presenting their films to their parents as a class project **GAME 1** Playing “Trace the...
Shape and/or colour.
3.4. SP 3. Learners can talk about the locations of the buildings, people and things by showing the pictures of them.
3.4. SP 4. Learners can produce simple isolated sentences about the furniture and household equipment.
3.4. SP 5. Learners can talk about whereabouts of the furniture and household equipment and describe them by size, shape or colour.
3.4. SP 6. Learners can produce correct sounds of some basic phrases and expressions in monologues after repeating for correct pronunciation.

**Spoken Interaction**
3.4. SI 1. Learners can interact properly at a slower rate of speech in pairs or in a group.
3.4. SI 2. Learners can ask for and give directions in simple short conversations.
3.4. SI 3. Learners can ask and answer questions about the locations of buildings, people and things in simple short conversations.
3.4. SI 4. Learners can attract attention, ask for help or offer help in simple short conversations.
3.4. SI 5. Learners can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

**Writing**
3.4. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or scramble puzzles.
3.4. W 2. Learners can look at a map of street and write a short conversation about asking for and giving directions.
3.4. W 3. Learners can fill in a text with the aid of visual clues about the locations of building, people and things.
3.4. W 4. Learners can write simple descriptive paragraphs by picking out and reproducing key words and phrases from short texts.
3.4. W 5. Learners can describe his/her neighbourhood, living conditions and present situations.

- Go straight ahead. Take the second turning. The bank is next to the post office.
- Thank you.
- You’re welcome.
6. – Excuse me!
7. – Can you help me, please?
- Could you tell me the way to the nearest bank?
- Sure.
8. - Can I help you?
- May I help you?
9. - Yes, please.
- Thank you. It’s kind of you.
- Thanks. You’re very kind.
10. - No, thanks.
- No, thank you.

**Route** game using a map

**GAME 2**
Playing “Say Something within 5 Seconds” game
### All about society

#### TOPIC 5

**FOOD AND DRINKS**

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<th>Suggested Structures</th>
<th>Suggested Projects &amp; Games</th>
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</thead>
</table>
| * Appreciating and following a balanced-diet  
* Building a healthy life style | 1. What do we need to consider when buying food and drinks?  
2. Where do we buy our food and drinks?  
3. What food and drinks do you prefer? Why?  
4. What food and drinks is your country famous for?  
5. Which recipes are popular in your hometown?  
6. Do meals of a country represent its culture? | **Communicative Objectives** | **Skills** | **PROJECT 1**  
Making their own recipes and filming them  
**PROJECT 2**  
Conducting a “Healthy Lifestyle Awareness Day” or “Local Food Day” and then making presentations about food and drinks | **GAME 1**  
Guessing the target vocabulary about food and drinks using flash cards  
**GAME 2**  
Playing “Hangman” about the target foods and drinks |
| 1. Learners can enquire about food and drinks.  
2. Learners can talk about the actions in progress.  
3. Learners can enquire about the actions in progress.  
4. Learners can offer assistance and respond back appropriately.  
5. Learners can invite someone to do something.  
6. Learners can accept an offer or an invitation or decline an offer or an invitation.  
7. Learners can request others to do something.  
8. Learners can enquire about quantities of food and drinks.  
9. Learners can warn others not to consume unhealthy food.  
10. Learners can seek and give reasons. | **Listening** | 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.  
3. 5. L 2. Learners can listen to a short recorded passages and sequence related pictures.  
3. 5. L 3. Learners can listen and extract essential information for YES/NO questions and/or WH-questions.  
3. 5. L 4. Learners can listen and follow simple short daily conversations.  
3. 5. L 5. Learners can listen and answer straightforward follow-up questions.  
3. 5. L 6. Learners can listen to songs and sing along. | | | |
| 1. - Is this an omelette?  
- Yes, it is.  
2. - First, I’m washing the carrots.  
3. - What are you doing now?  
- I’m making spaghetti.  
4. - Can I help you?  
- Yes, please.  
- No, thanks.  
5. - Let’s make a sandwich.  
- Shall we make a fruit salad?  
6. - Yes, please.  
- Thanks.  
- No, thank you.  
- Let’s cut the strawberries in half.  
- Yes, why not?  
- Yes, let’s do it.  
7. - Can you slice the bread, please?  
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.  
9. - Be careful. Don’t touch the stove.  
10. - Why?  
- Because it’s hot. | **Reading** | 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.  
3. 5. R 2. Learners can read simple short texts for comprehension.  
3. 5. R 3. Learners can scan simple short texts and extract specific information.  
3. 5. R 4. Learners can read simple short texts and categorize related terms. | | | |
quantities of food and drinks.
3. 5. SP 4. Learners can talk about needs.
3. 5. SP 5. Learners can repeat for correct pronunciation.

**Spoken Interaction**
3. 5. SI 1. Learners can make simple purchases by stating what they want/need and asking the price.
3. 5. SI 2. Learners can order a meal by pointing to it.
3. 5. SI 3. Learners can make conversations requesting others to do something and responding to requests.
3. 5. SI 4. Learners can make simple conversations seeking and giving reasons.
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.
3. 5. SI 6. Learners can use phrases and expressions to indicate that s/he is following the speaker by using appropriate gestures.

**Writing**
3. 5. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
3. 5. W 2. Learners can complete shopping lists by the help of visual clues.
3. 5. W 3. Learners can write simple short conversations about the actions in progress.
3. 5. W 4. Learners can write simple recipes.
3. 5. W 5. Learners can use spelling rules for plural forms of nouns.
3. 5. W 6. Learners can write simple daily phrases and expressions.
**TOPIC 6**

**HEALTHY LIFE**

### Concepts

**Responsibility**

All about our responsibilities

### TOPIC 6 HEALTHY LIFE

**VALUES**

* Engaging in personal behaviour that requires care for healthy life
* Being sympathetic at someone’s health problem

<table>
<thead>
<tr>
<th><strong>Big Ideas/ Questions</strong></th>
<th><strong>Learning Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who are healthy people?</td>
<td>1. Learners can talk about illnesses and/or health problems.</td>
</tr>
<tr>
<td>2. What qualities make people healthy?</td>
<td>2. Learners can enquire about illnesses or health problems.</td>
</tr>
<tr>
<td>3. How can you have a healthy life?</td>
<td>3. Learners can talk about feelings.</td>
</tr>
<tr>
<td>4. What words come to your mind when you consider healthy lifestyle?</td>
<td>4. Learners can enquire about feelings.</td>
</tr>
<tr>
<td>5. Why are some people having difficulty in eating healthily?</td>
<td>5. Learners can talk about daily habits.</td>
</tr>
<tr>
<td>7. What benefits does water have?</td>
<td>7. Learners can advise others to do something.</td>
</tr>
<tr>
<td>8. How much water should a person consume on average in a day?</td>
<td>8. Learners can request assistance.</td>
</tr>
<tr>
<td>9. What are the health benefits of yoghurt and milk?</td>
<td>9. Learners can solve some grade appropriate mathematical problems.</td>
</tr>
</tbody>
</table>
| 10. Do you know how to make yoghurt at home? | **Listening**

1. Learners can talk about illnesses and/or health problems.
2. Learners can enquire about illnesses or health problems.
3. Learners can talk about feelings.
4. Learners can enquire about feelings.
5. Learners can talk about daily habits.
6. Learners can enquire about daily habits.
7. Learners can advise others to do something.
8. Learners can request assistance.
9. Learners can solve some grade appropriate mathematical problems.

**Skills**

1. I have got the flu. I feel terrible.
   - I have got the flu. I feel terrible.
   - Sam has got a toothache.
   - Ouch! I have got a cut on my finger.
   - What a pity!
2. What’s the matter with Wendy? She looks terrible.
   - She’s got a stomach ache.
   - How is she now?
3. I haven’t got a pain in my leg. I feel better now.
4. How do you feel now?
5. I wash my face every day.
6. I brush my teeth twice a day.
7. Ronnie keeps her nails short and clean.
8. Do you brush your teeth every day?
   - Yes, I do.
   - How many times do you brush your teeth in a day?
   - Twice.
9. You should wash vegetables and fruits.
   - You should have a rest.
   - You shouldn’t drink cold water.
    - Okay! I’ll put a bandage

**PROJECT 1**

Conducting a “Healthy Lifestyle Awareness Day” and making conversations about good healthy habits

**PROJECT 2**

Preparing a monthly school magazine named “Healthy Lifestyle”

**PROJECT 3**

Inviting a doctor to school and get information about healthy life or going to hospital

**GAME 1**

Playing “What is the matter?” game giving suggestions about the certain illnesses

**GAME 2**

Playing “Board Game” with pictures including daily routine activities to talk about how often students do them
3. 6. SP 1. Learners can talk about their own daily habits by using visual aids.
3. 6. SP 2. Learners can talk about someone’s habits by using visual aids.
3. 6. SP 3. Learners can talk about their own feelings and/ someone’s feelings.
3. 6. SP 4. Learners can talk about their or someone’s health problems.
3. 6. SP 5. Learners can give some advice for the given situations.
3. 6. SP 6. Learners can reproduce phrases and expressions after repeating them for correct pronunciation.

**Spoken Interaction**
3. 6. SI 1. Learners can make short simple conversations asking and answering questions about daily habits.
3. 6. SI 2. Learners can act out simple conversations asking and answering questions about feelings.
3. 6. SI 3. Learners can dramatize a short story about health problems.
3. 6. SI 4. Learners can make simple short conversations about health problems or/ and illnesses.
3. 6. SI 5. Learners can solve level appropriate mathematical problems in a small group.

**Writing**
3. 6. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
3. 6. W 2. 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.
3. 6. W 3. Learners can complete a simple short text by inferring advice from pictures.
3. 6. W 4. Learners can write simple sentences giving advice according to the given situations.

- Can you help me? I have got a burn on my hand.
- Sure. You should keep it in the cold water.
- Ouch! That hurts!

9. Mr. Carter eats two apples a day. How many apples does he eat in four days?
   - 2 + 2 + 2 + 2 = 8
   He eats eight apples in four days.
# Concept: Society

## All about society

### TOPIC 7

## A TYPICAL DAY

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/Questions</th>
<th>Learning Objectives</th>
<th>Suggested Structures</th>
<th>Suggested Projects &amp; Games</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Using time effectively and appropriately</td>
<td><strong>Communicative Objectives</strong>&lt;br&gt;1. Learners can tell the time.&lt;br&gt;2. Learners can attract attention.&lt;br&gt;3. Learners can enquire about the time.&lt;br&gt;4. Learners can talk about their own daily routines.&lt;br&gt;5. Learners can talk about someone’s daily routines.</td>
<td><strong>Skills</strong>&lt;br&gt;1. It’s nine o’clock in the morning.&lt;br&gt;2. My English lesson starts at half past ten.&lt;br&gt;3. Excuse me!&lt;br&gt;4. Excuse me, please!&lt;br&gt;5. What time does your Turkish lesson start?&lt;br&gt;6. It starts at a quarter past eleven in the morning.&lt;br&gt;7. I wake up at seven o’clock every day. I go to school at a quarter to nine. ...</td>
<td><strong>PROJECT 1</strong>&lt;br&gt;Making their own imaginary cartoon character and make a presentation about their imaginary characters’ daily routines</td>
</tr>
<tr>
<td></td>
<td>*Developing a hobby to make good use of spare time</td>
<td>2. Learners can produce simple isolated but meaningful sentences.</td>
<td><strong>GAME 2</strong>&lt;br&gt;Playing “Timetable Board Game”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Do you think being punctual is important? Why/Why not?</td>
<td>3. Learners can read and infer the meanings of unfamiliar words from the context by using their previous knowledge of words and context.</td>
<td></td>
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<tr>
<td></td>
<td>5. How can you arrange your days?</td>
<td>5. Learners can make predictions about likely events when reading.</td>
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<tr>
<td></td>
<td>6. Why do people have different hobbies and skills?</td>
<td>6. Learners can engage in silent sustained reading for about 15 minutes or more.</td>
<td></td>
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</tbody>
</table>

**Big Ideas/Questions**

1. Do you think you should organise your day? Why?
2. Why do your days look alike?
3. Do you think being punctual is important? Why/Why not?
4. Why do you think the ancient civilizations invented the clock? Why did they need it?
5. How can you arrange your days?
6. Why do people have different hobbies and skills?

**Listening**

3. 7. **L 1.** Learners can listen and get specific information about someone’s daily routine.
3. 7. **L 2.** Learners can listen to a simple text related to the time and fill in a table.
3. 7. **L 3.** Learners can order the days of the week and the months of the year.
3. 7. **L 4.** Learners can listen to a simple short text about daily routine and answer the questions.
3. 7. **L 5.** Learners can listen attentively to teachers, other speakers and videos and take short notes.

**Reading**

3. 7. **R 1.** Learners can read and scan simple texts in order to find specific information.
3. 7. **R 2.** Learners can use accompanying headings and illustrations to understand ideas in text.
3. 7. **R 3.** Learners can read simple texts and identify the days of the week and the months of the year.
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.
3. 7. **R 5.** Learners can read simple short daily conversations for comprehension.
3. 7. **R 6.** Learners can make predictions about likely events when reading.
3. 7. **R 7.** Learners can read authentic texts to get information on topics of personal interest.
3. 7. **R 8.** Learners can engage in silent sustained reading for about 15 minutes or more.

**Spoken Production**

3. 7. **SP 1.** Learners can talk about daily routines.
3. 7. **SP 2.** Learners can produce simple isolated but meaningful sentences.
3. 7. **SP 3.** Learners can tell the time and say the days of the week and the months of the year in their...
conversations.
3. 7. SP 4. Learners can read stories, poems or descriptive text aloud paying attention to stress and intonation.
3. 7. SP 5. Learners can speak English using comprehensible pronunciation, stress and intonation.
3. 7. SP 6. Learners can describe an image using level appropriate language.

**Spoken Interaction**
3. 7. SI 1. Learners can make short simple conversations about their own daily routines.
3. 7. SI 2. Learners can make conversations asking and answering questions about the time.
3. 7. SI 3. Learners can communicate in small chats about daily matters.
3. 7. SI 4. Learners can act out simple conversations.
3. 7. SI 5. Learners can ask for the meaning of a word in English or for the translation of specific words from Turkish.
3. 7. SI 6. Learners can contribute information and express ideas in class discussions and group tasks.

**Writing**
3. 7. W 1. Learners can write short simple texts about daily routines by using up to thirty words.
3. 7. W 2. Learners can complete simple short conversations by using some clues.
3. 7. W 3. 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.
3. 7. W 4. Learners can use frequency adverbs and time expressions properly.
3. 7. W 5. Learners can rewrite in their own words.

- Three times a week.
- What about you?
- I seldom do gymnastics. I do gymnastics once a month.
11. - I love drawing pictures.
- Amy likes reading books.
- Will loves playing basketball.
– I love doing gymnastics.
- Sam likes doing yoga but she doesn’t like doing karate.
- I am good at painting pictures.
- Patrick is bad at doing sports.
12. – What do you do in your free time?
- I read a book.
- Do you fancy reading short stories?
- Yes, I do.
- 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 postcards?
- No, I don’t.
- Does Nick love playing football?
- Yes, he does.
- Does Emma like painting pictures?
- No, she doesn’t.
<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/ Questions</th>
<th>Learning Objectives</th>
<th>Suggested Structures</th>
<th>Suggested Projects&amp; Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Making decisions based on fairness and equality</td>
<td>1. Learners can make suggestions about daily chores. 2. Learners can agree to a suggestion, an offer or invitation. 3. Learners can decline a suggestion. 4. Learners can give advice. 5. Learners can request others to do something and respond to requests. 6. Learners can ask for and offer assistance and accept an offer. 7. Learners can talk about regular actions. 8. Learners can express how often actions are done. 9. Learners can enquire about frequency of actions.</td>
<td>Listening 3.8. L1. Learners can listen to simple daily conversations and paraphrase them. 3.8. L2. Learners can listen to simple short texts and identify specific information. 3.8. L3. Learners can listen attentively and ascertain necessary information. 3.8. L4. Learners can listen to simple short texts and follow them by the help of visuals. 3.8. L5. Learners can listen to songs and sing along.</td>
<td></td>
<td>PROJECT 1 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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading 3.8. R1. Learners can read simple short texts and find specific, predictable information in simple everyday material. 3.8. R2. Learners can read simple texts and isolate the required information to locate specific information on charts or tables accurately. 3.8. R3. Learners can read simple texts and use an idea of the overall meaning of unknown words from the context. 3.8. R4. Learners can skim a simple short text and get the gist of it. 3.8. R5. Learners can read simple short conversations for comprehension.</td>
<td></td>
<td>PROJECT 2 Conducting a survey in school/family/neighbourhood about habits and responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spoken Production 3.8. SP1. Learners can point to pictures and talk about the frequency of actions. 3.8. SP2. Learners can talk about how often they do some actions. 3.8. SP3. Learners can repeat for correct understanding.</td>
<td></td>
<td>PROJECT 3 Making a short film about good habits and responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GAME 1 Playing “Ask and Tell Me” game using tell cards about certain suggestions</td>
</tr>
</tbody>
</table>
pronunciation.
3. 8. SP 4. Learners can correct themselves when they make a mistake.

**Spoken Interaction**
3. 8. SI 1. Learners can make or respond to suggestions in a simple short conversation.
3. 8. SI 2. Learners can offer and respond to advice in a face-to-face conversation.
3. 8. SI 3. Learners can make simple conversations asking and answering questions about frequency of actions.
3. 8. SI 4. Learners can interact with reasonable ease in structured situations and short conversations provided the other person helps if necessary.
3. 8. SI 5. Learners can construct phrases on familiar topics with sufficient ease to handle short exchanges.

**Writing**
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.
3. 8. W 2. Learners can summarize a text in the form of lists and charts.
3. 8. W 3. Learners can take notes about daily matters.
3. 8. W 4. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
3. 8. W 5. Learners can use the punctuation marks properly.

- Mark never throws rubbish onto the floor.
9. – How often do you tidy your desk?
- I usually tidy my desk once a week.

**Concept:** Change

**All about change**

**TOPIC 9**
<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/Questions</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Appreciating nature and taking care of nature</td>
<td>1. Why should we protect the environment?</td>
<td>Listening 3.9. L 1. Learners can listen to a simple text and extract essential information about geographical features and/or animals.</td>
</tr>
<tr>
<td>* Being responsible of their environment</td>
<td>2. Why do we explore nature?</td>
<td>3.9. L 2. Learners can listen to a simple authentic text and recognize a landscape.</td>
</tr>
<tr>
<td></td>
<td>4. Do animals and plants adapt themselves to their new environments? How?</td>
<td>3.9. L 4. Learners can listen and catch the main point in short, clear and simple messages.</td>
</tr>
<tr>
<td></td>
<td>5. Do animals live in different habitats?</td>
<td>3.9. L 5. Learners can listen to some educational programs and find specific information.</td>
</tr>
<tr>
<td></td>
<td>6. Which animals live in the water and which animals live on land?</td>
<td>3.9. L 6. Learners can listen to a simple text and derive the probable meaning of unknown words from the context.</td>
</tr>
<tr>
<td></td>
<td>7. What would your habitat be like if you were a wild rainforest plant or animal?</td>
<td><strong>Reading</strong> 3.9. R 1. Learners can read very short texts and identify necessary information.</td>
</tr>
<tr>
<td></td>
<td>8. Which skills would you build to adapt to your environment?</td>
<td>3.9. R 2. Learners can read very short expository paragraphs for comprehension.</td>
</tr>
<tr>
<td></td>
<td>9. How would you stay safe?</td>
<td>3.9. R 3. Learners can read and understand the topic related to authentic texts.</td>
</tr>
<tr>
<td></td>
<td>10. How would you deal with the problems around you?</td>
<td>3.9. R 4. Learners can read texts about scientific events and isolate necessary information to locate them on an illustration.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Spoken Production</strong> 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.9. SP 2. Learners can make a simple presentation using key words and phrases.</td>
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<td></td>
<td></td>
<td>3.9. SP 3. Learners can repeat for correct pronunciation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.9. SP 4. Learners can resume their conversations after making some evident reformulation.</td>
</tr>
</tbody>
</table>

**Suggested Structures**

1. - This is a valley. - That is a hill.
2. - This is a river. It's long and blue.
3. - This is a mountain. It’s high and grey.
4. - That is a field. It’s big and wide.
5. - This/ that is a zebra. It has got a long neck. It has got small ears.
6. - These/ those are cheetahs. They’ve got strong legs. They can run fast.
7. - Fish live in the water.
8. - Horses live on land.
9. - What is the weather like today?
10. - It’s sunny and hot.
11. - Are those elephants?
12. - Yes, they are.
13. - What do they look like?
14. - They are very big and grey.
15. - They’ve got big ears.
16. - They live in the mountains.
17. - They can swim.
18. - Really?
19. - Yes, they are good swimmers.
20. - There are heavy rains in the spring in the Black Sea Region.
21. - It’s too hot and dry in the summer in the Eastern Anatolian Region.
22. - It’s getting hotter nowadays.
23. - Sam is doing a Spanish course.

**Suggested Projects & Games**

PROJECT 1
Making models of Turkey’s well-known geographical features using play dough and presenting it

PROJECT 2
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

PROJECT 3
Conducting a campaign to save stray animals and organizing trips to animal shelters

PROJECT 4
Spending a day in nature listening to the sounds in nature, exploring trees and plants and taking notes about every detail

PROJECT 5
Recording a short documentary video about an expedition in the countryside

PROJECT 6
Adopting an endangered animal on a website and taking responsibility of its survival

GAME 1
Playing “Hangman” about animals
<table>
<thead>
<tr>
<th>3. 9. SP 5</th>
<th>Learners can reproduce very short, isolated but meaningful utterances.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spoken Interaction</strong></td>
<td>3. 9. SI 1. Learners can ask and answer questions about geographical features.</td>
</tr>
<tr>
<td></td>
<td>3. 9. SI 2. Learners can exchange information about animals.</td>
</tr>
<tr>
<td></td>
<td>3. 9. SI 3. Learners can make simple short conversations asking and answering questions about animals.</td>
</tr>
<tr>
<td></td>
<td>3. 9. SI 4. Learners can use simple techniques to start, maintain or end a short conversation.</td>
</tr>
<tr>
<td></td>
<td>3. 9. SI 5. Learners can communicate on familiar and routine matters by exchanging limited information.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>3. 9. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</td>
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<tr>
<td></td>
<td>3. 9. W 2. Learners can write very short descriptive paragraphs with the aid of visuals.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>3. 9. W 4. Learners can write a persuasive paragraph about the protection of nature and endangered animals in a group.</td>
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<td></td>
<td>3. 9. W 5. Learners can link ideas in a text using connectors such as &quot;and&quot;, &quot;but&quot;, &quot;because&quot; and &quot;or&quot; by the help of some prompts.</td>
</tr>
<tr>
<td></td>
<td>3. 9. W 6. Learners can compose a descriptive paragraph by participating actively in brainstorming as a pre-writing activity.</td>
</tr>
</tbody>
</table>

10.- Birds fly to warmer places in the autumn. Because they can travel long distances.

**GAME 2**
Playing “Who Can...?” to guess the animals considering their abilities
### VALUES

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<thead>
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<th>Big Ideas/ Questions</th>
<th>Learning Objectives</th>
<th>Suggested Structures</th>
<th>Suggested Projects &amp; Games</th>
</tr>
</thead>
</table>

#### * Appreciating the value of their own culture and traditions
1. What are some traditional fables that come from your country and from around the world?
2. Why do kids love listening to stories or reading stories?
3. Why do we love happy endings?
4. What kind of moral messages do stories give us?
5. Should we take the messages of stories seriously or ignore them?

#### * Showing respect for other cultures and traditions
1. Learners can talk about the past situations.
2. Learners can enquire about the past situations.
3. Learners can talk about the past events.
4. Learners can enquire about the past events.
5. Learners can confirm the information or ask for confirmation by using tag questions.
6. Learners can talk about the past events in progress.
7. Learners can talk about interrupted past actions in progress by using connectors such as “when” and “while”.

#### Communicative Objectives

<table>
<thead>
<tr>
<th>Skills</th>
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</table>

**Listening**
1. 10. L 1. Learners can follow and outline the main events of a picture story.
2. 10. L 2. Learners can listen to simple short texts and extract specific information.
3. 10. L 3. Learners can listen to daily conversations and get necessary information.
4. 10. L 4. Learners can listen for stress and intonation in the speech and understand implied meaning.
5. 10. L 5. Learners can listen to a story, summarise the plot, discuss, and compare the characters.
6. 10. L 6. Learners can listen and sing a nursery rhyme, a chant or a song.

**Reading**
1. 10. R 1. Learners can read simple short stories and state necessary information to sequence the related illustrations.
2. 10. R 2. Learners can read simple short texts and scan them to locate specific information on lists and isolate the information required.
3. 10. R 3. Learners can read simple short stories and determine the main idea.
4. 10. R 4. Learners can use an English dictionary to check the meaning of new words.
5. 10. R 5. Learners can use accompanying headings and illustrations to understand ideas in a text.
8. 10. R 8. Learners can read and state the main points of a story.

**Spoken Production**
1. 10. SP 1. Learners can talk about the past events by using linking words.
2. 10. SP 2. Learners can retell a story by the help of

**PROJECT 1**
Making cards of actions and then talking about their past actions by showing these cards

**PROJECT 2**
Keeping a diary about their past events and then voting for “The Best Diary in the Class”

**PROJECT 3**
Writing and telling short stories from different cultures and nationalities or acting out these stories in their national costumes

**GAME 1**
Playing “Irregular Verbs Bingo”

**GAME 2**
Playing “Folding Story”
3. 10. SP 3. Learners can summarize a story by paying attention to correct pronunciation of regular verbs in the past form.

3. 10. SP 4. Learners can personalize a story in a short play paying attention to stress, intonation and pronunciation.

**Spoken Interaction**
3. 10. SI 1. Learners can talk about interrupted actions in progress by using connectors such as “when” and “while”.

3. 10. SI 2. Learners can make simple short conversations about the events of stories.

3. 10. SI 3. Learners can ask for confirmation for the past events (both completed and in progress) in pairs.

3. 10. SI 4. Learners can ask and answer questions about the past events.

3. 10. SI 5. Learners can make simple and routine face-to-face conversations by exchanging information.

**Writing**
3. 10. W 1. Learners can write a beginning or an ending for a short story.

3. 10. W 2. Learners can write isolated phrases and sentences for a picture story.

3. 10. W 3. Learners can write very short basic descriptions of events and past activities by the help of visuals.

3. 10. W 4. Learners can complete narrative paragraphs by the help of given prompts.

3. 10. W 5. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.

3. 10. W 6. Learners can write a series of simple phrases and sentences linked with simple connectors such as “and”, “but”, “or” and “because”.

**Turkish.**
### Concept Table for the Fourth Grade

<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Concept 2</th>
<th>Concept 3</th>
<th>Concept 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>Society</td>
<td>Responsibility</td>
<td>Change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Theme 2</th>
<th>Theme 3</th>
<th>Theme 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All about me</td>
<td>All about society</td>
<td>All about our responsibilities</td>
<td>All about change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic</th>
<th>Topic</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>My friends</td>
<td>School life</td>
<td>Healthy life</td>
<td>Technology</td>
</tr>
<tr>
<td>Shopping</td>
<td></td>
<td></td>
<td>The future</td>
</tr>
<tr>
<td>Social life</td>
<td></td>
<td></td>
<td>Nature and life cycle</td>
</tr>
<tr>
<td>Short stories</td>
<td></td>
<td></td>
<td>History</td>
</tr>
</tbody>
</table>
### 8. FRAMEWORK OF THE COMMUNICATIVE OBJECTIVES FOR THE FOURTH GRADE

**Concept:** Identity

**All about me**

#### TOPIC 1

**MY FRIENDS**

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/Questions</th>
<th>Learning Objectives</th>
<th>Suggested Structures</th>
<th>Suggested Projects&amp;Games</th>
</tr>
</thead>
</table>
| * Appreciating friendship and not judging their friends by their appearance*<br>* Accepting people as they are*<br>* Recognizing that others’ viewpoints and opinions may differ from their own viewpoints and opinions and compromising with them* | 1. Why do you call some of your friends best friends? 2. What personality traits make your best friends special for you? 3. What common qualities do you think make friendship unique and special? 4. Why is friendship very important for you? 5. Do animals make good friends? If yes, how? 6. Do you know any true stories about friendship? 7. Is it possible to make friendship last forever? 8. How can you make your friendship last forever? 9. Do you always get on well with all your friends? 10. For what reasons do you usually argue with your friends about? | 1. Learners can recognize and enquire about colours. 2. Learners can recognize numbers from one to one thousand. 3. Learners can enquire about someone’s age. 4. Learners can introduce someone to someone else and give further personal information about him/her. 5. Learners can enquire about someone’s personal details such as name, age, etc. 6. Learners can describe someone by their physical appearance. 7. Learners can describe someone by their personality traits. 8. Learners can enquire about someone’s physical appearance and personality traits. | 1. - What colour is your hair? - It’s brown.  
- What colour are your eyes?  
- They’re brown.  
2. – My door number is twenty-five.  
- She is in class number seven/she is in classroom seven.  
3. – How old is your (best) friend?  
- S/he is nine (years old).  
4. - This is Kate. She’s my classmate. She’s eight years old. Her lucky number is nine. Her/ his favourite colour is green.  
- This is Bob. He’s my classmate. He’s eight years old. His lucky number is six. His favourite colour is red.  
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.  
6. - Bob is short. He has got short hair and blue eyes.  
7. - Tim is easy going.  
- Vicky is energetic.  
- Ron is hard-working.  
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. | PROJECT 1<br>Making up imaginary characters and talking about their physical appearance, personality traits and giving personal details  
PROJECT 2<br>Bring in their best friends’ photos and making a presentation about their best friends’ appearance, personality traits and personal details  
PROJECT 3<br>Preparing a catalogue of “Best Friend Forever”  
GAME 1<br>Playing “Missing Number Game”  
GAME 2<br>Playing “Guess Who ...?” |
11. What do you do to make up with your best friend when you argue with him/her?
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?

Spoken Production
4. 1. SP 1. Learners can talk about their own physical appearance and personality traits.
4. 1. SP 2. Learners can talk about factual information.
4. 1. SP 3. Learners can produce simple isolated phrases.
4. 1. SP 4. Learners can give personal information about their friends.
4. 1. SP 5. Learners can answer a limited number of straightforward follow up questions.
4. 1. SP 6. Learners can repeat simple phrases for correct pronunciation.

Spoken Interaction
4. 1. SI 1. Learners can initiate, maintain and end simple face-to-face conversations.
4. 1. SI 2. Learners can make simple conversations asking and answering questions about physical appearance and personality traits.
4. 1. SI 3. Learners can communicate in simple and routine tasks using simple phrases to ask for or provide simple information.
4. 1. SI 4. Learners can make simple conversations by asking and answering simple questions about personal details.
4. 1. SI 5. Learners can exchange information during face-to-face conversations.

Writing
4. 1. W 1. Learners can pick out and reproduce key words and phrases or short sentences from a short text within their limited competence and experience.
4. 1. W 2. Learners can write descriptive paragraphs about some celebrities, famous authors, athletes and so on.
4. 1. W 3. Learners can write very short
texts about themselves giving their own personal information.

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

4.1. S1 5. Learners can write words and phrases for correct spelling via dictation.
<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/ Questions</th>
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<th>Suggested Structures</th>
<th>Suggested Projects &amp; Games</th>
</tr>
</thead>
</table>
| * Appreciating the value of education | 1. Do you think learning is a lifelong process?  
2. Why is education so important for the development of a human being?  
3. What are the benefits of going to school?  
4. How can we value education?  
5. What are common aspects of all schools around the world?  
6. What do you think about home schooling?  
7. Have you ever heard about different schools? If so what do you know?  
8. What would happen if you didn’t go to school?  
9. If you would like to make a difference in education, what would you do?  
10. How can you describe a well-educated person?  
11. What are the differences between literate people and illiterate people? | Listening  
4. 2. L 1. Learners can listen to a simple text and match related items.  
4. 2. L 2. Learners can listen and follow speeches when very slowly and carefully articulated with long pauses.  
4. 2. L 3. Learners can listen to recorded texts to find specific information.  
4. 2. L 4. Learners can listen to recorded texts and detect familiar phrases and sentences.  
Reading  
4. 2. R 1. Learners can read short and clear texts for comprehension.  
4. 2. R 2. Learners can read simple texts on familiar matters and determine the high frequency everyday vocabulary.  
4. 2. R 3. Learners can read short texts such as messages and scan them to get specific information.  
4. 2. R 4. Learners can read and follow sentences in which words are substituted.  
4. 2. R 5. Learners can read and isolate the information required.  
4. 2. R 6. Learners can extract items of information from an unfamiliar text.  
4. 2. R 7. Learners can read and follow instructions on worksheets and test papers (Use words from the box to complete the text.).  
4. 2. R 8. Learners can use an English dictionary to check the meanings of new words.  
Spoken Production  
4. 2. SP 1. Learners can interpret a school timetable by the help of visuals.  
4. 2. SP 2. Learners can produce simple isolated phrases and sentences.  
4. 2. SP 3. Learners can understand and respond to questions addressed slowly and carefully to them. | 1. - I have got two Maths lessons today. Then I have got two Music lessons.  
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.  
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.  
4. - I’ve got an Art lesson at three o’clock. Err… Sorry! Not three o’clock. It’s at half past two.  
5. - Do you have a shower every morning?  
   - No, I don’t.  
6. - I have to bring in my school ID card every day.  
7. - Do you have to wear a uniform every day?  
   - Uniform?  
   - Yes, uniform.  
   - No, we don’t.  
8. - My English lesson starts at half past two and it finishes at twenty past three.  
9. - What time does the geography lesson start?  
   - It starts at eleven o’clock in the morning. | PROJECT 1  
Starting “Sister School Project”  
PROJECT 2  
Searching about home schooling and learning about the benefits and disadvantages  
PROJECT 3  
Selecting and reading grade and theme appropriate books in English from class and school libraries  
GAME 1  
Playing “Board Game” including half sentences to complete  
GAME 2  
Playing “Finding Differences” demonstrating two pictures of a person’s weekdays and weekends |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>4. 2. SP 4. Learners can read aloud with appropriate intonation, stress and inflection.</td>
<td>4. 2. SP 5. Learners can repeat for correct pronunciation.</td>
<td></td>
</tr>
<tr>
<td><strong>Spoken Interaction</strong></td>
<td></td>
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</tr>
<tr>
<td>4. 2. SI 1. Learners can communicate in simple tasks using simple phrases to ask for and provide simple information on everyday matters.</td>
<td>4. 2. SI 2. Learners can make conversations asking and answering questions.</td>
<td></td>
</tr>
<tr>
<td>4. 2. SI 3. Learners can ask for clarification in a simple conversation using gestures to clarify what s/he wants to say.</td>
<td>4. 2. SI 4. Learners can participate in short conversations in routine contexts on topic of interest.</td>
<td></td>
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<tr>
<td>4. 2. SI 5. Learners can ask and answer questions to complete a table (information gap activity).</td>
<td></td>
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<tr>
<td><strong>Writing</strong></td>
<td></td>
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<tr>
<td>4. 2. W 1. Learners can write simple notes, messages or dialogues relating to matters in areas of immediate need.</td>
<td>4. 2. W 2. Learners can write expository paragraphs giving information.</td>
<td></td>
</tr>
<tr>
<td>4. 2. W 3. Learners can write a short list about obligations for a public place.</td>
<td>4. 2. W 4. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.</td>
<td></td>
</tr>
<tr>
<td>4. 2. W 5. Learners can rewrite the phrases or sentences to correct the false information using clues to make predictions.</td>
<td>4. 2. W 6. Learners can ask for and pass on information in a written form.</td>
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<tr>
<td>4. 2. W 7. Learners can combine simple sentences to form complex ones using connectors and linking expressions to link ideas.</td>
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</tbody>
</table>
# Concept: Society

## All about society

### TOPIC 3

**SHOPPING**

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/ Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Being courteous to others and using polite language in public</td>
<td>1. Which language do you use in public?</td>
</tr>
<tr>
<td>* Respecting people in public and taking turns whilst in a queue</td>
<td>2. What are the benefits of using polite language in public?</td>
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<td></td>
<td>3. Do you think you can make a good impression when you use polite language in public?</td>
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<td></td>
<td>4. How can you use body language in order to support your spoken language?</td>
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<tr>
<td></td>
<td>5. In which cultures do people bow to greet people?</td>
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<tr>
<td></td>
<td>6. How do people use body language to show respect to people?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners can enquire about food and drinks.</td>
<td>1. – What is this? Is it an omelette?</td>
</tr>
<tr>
<td>2. Learners can talk about the incomplete or unfinished actions in</td>
<td>- Yes, it is.</td>
</tr>
<tr>
<td>progress at this moment.</td>
<td>- Err… but it looks like scrambled eggs.</td>
</tr>
<tr>
<td>3. Learners can put the actions in a logical sequence by using &quot;</td>
<td>2. – The chef is chopping the onion now.</td>
</tr>
<tr>
<td>&quot;first&quot;, “second”, “then” and “finally”.</td>
<td>3. – First, I’m washing the fruits. Second, I’m peeling them. Then, I’m</td>
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<tr>
<td>4. Learners can enquire about the actions in progress at this</td>
<td>cutting them into small pieces. Finally, I’m mixing them in a big bowl.</td>
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<tr>
<td>moment.</td>
<td>4. – What are you doing now?</td>
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<tr>
<td>5. Learners can invite someone to do something.</td>
<td>- I’m making a chocolate cake.</td>
</tr>
<tr>
<td>6. Learners can request others to do something.</td>
<td>5. - Let’s make chicken soup.</td>
</tr>
<tr>
<td>7. Learners can talk about quantities of food and drinks.</td>
<td>- Shall we make a pizza?</td>
</tr>
<tr>
<td>8. Learners can enquire about quantities of food and drinks.</td>
<td>- What/ How about cutting the pears in half?</td>
</tr>
<tr>
<td>9. Learners can seek and give opinions/ ideas.</td>
<td>6. Please can you weigh the oranges for me?</td>
</tr>
<tr>
<td>10. Learners can talk about their needs.</td>
<td>7. – I have got a few tomatoes.</td>
</tr>
<tr>
<td>11. Learners can enquire about their needs.</td>
<td>- She hasn’t got many apples.</td>
</tr>
<tr>
<td>12. Learners can talk about healthy and unhealthy food.</td>
<td>- They’ve got a little bread.</td>
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<td></td>
<td>- We’ve got a carton of milk.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>8. – Have you got any tomatoes?</td>
</tr>
<tr>
<td>4. 3. L 1. Learners can listen to a simple text and identify</td>
<td>- Yes, I have some/ a lot/ a few tomatoes.</td>
</tr>
<tr>
<td>essential information.</td>
<td>- No, I haven’t got any</td>
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<td>4. 3. L 2. Learners can listen to daily conversations attently</td>
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<tr>
<td>and understand them in detail.</td>
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<tr>
<td>4. 3. L 3. Learners can listen and extract essential information</td>
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<tr>
<td>for YES/ NO questions and/ or WH-questions.</td>
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<tr>
<td>4. 3. L 4. Learners can listen to daily conversations and select</td>
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<tr>
<td>phrases and sentences provided the speech is clearly and slowly</td>
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<tr>
<td>articulated.</td>
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<td>4. 3. L 5. Learners can listen for stress and intonation in speech</td>
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<td>and understand implied meaning.</td>
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<td>4. 3. L 6. Learners can listen attentively to teachers, other</td>
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<tr>
<td>speakers, CDs or videos.</td>
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<tr>
<td>4. 3. L 7. Learners can listen to songs and sing along.</td>
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<tr>
<td><strong>Reading</strong></td>
<td></td>
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<tr>
<td>4. 3. R 1. Learners can read clear daily conversations and</td>
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<tr>
<td>locate specific information.</td>
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<td>4. 3. R 2. Learners can read simple texts and distinguish the</td>
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<tr>
<td>high frequency words related to international vocabulary from</td>
<td></td>
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<tr>
<td>other words.</td>
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<td>4. 3. R 3. Learners can read and scan for specific and</td>
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<tr>
<td>predictable information in simple everyday materials such as</td>
<td></td>
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<tr>
<td>menus, price tags and so on.</td>
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<tr>
<td>4. 3. R 4. Learners can read and make predictions about likely</td>
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<tr>
<td>events by using clues.</td>
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<tr>
<td>4. 3. R 5. Learners can use previous knowledge of words and</td>
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<tr>
<td>context to infer the meanings of unfamiliar words.</td>
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<tr>
<td>4. 3. R 6. Learners can engage in silent sustained reading for</td>
<td></td>
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<tr>
<td>about fifteen minutes.</td>
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<tr>
<td>4. 3. R 7. Learners can read clear texts to analyse the information</td>
<td></td>
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<tr>
<td>on familiar topics.</td>
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<tr>
<td><strong>Spoken Production</strong></td>
<td></td>
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<tr>
<td>4. 3. SP 1. Learners can talk about factual information.</td>
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<tr>
<td>4. 3. SP 2. Learners can understand and respond to</td>
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</table>

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<thead>
<tr>
<th>Suggested Structures</th>
<th>Suggested Projects &amp; Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>PROJECT 1 Filming “Cookery Show Program” in which students cook their own recipes</td>
</tr>
<tr>
<td>2.</td>
<td>PROJECT 2 Conducting a healthy lifestyle awareness day or local food day and then making</td>
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<tr>
<td>3.</td>
<td>presentations about food and drinks which they’re showing</td>
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<tr>
<td>4.</td>
<td>PROJECT 3 Taking roles of salespersons in a greengrocer’s or a supermarket and acting</td>
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<td></td>
<td>out funny and interesting dialogues</td>
</tr>
<tr>
<td>5.</td>
<td>PROJECT 4 Going to a mall and learning spending money appropriately</td>
</tr>
</tbody>
</table>

| GAME 1               | Playing “Ask and Tell” with a board including countable and uncountable nouns to ask and   |
|                      | answer questions (How much…? How many …?)                                                  |
questions addressed slowly and carefully to them.

4. 3. SP 3. Learners can recite a recipe by putting the actions in a logical sequence by using “first”, “second”, “then” and “finally”.

4. 3. SP 4. Learners can repeat simple phrases for correct pronunciation.

**Spoken Interaction**

4. 3. SI 1. Learners can ask and answer questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics.

4. 3. SI 2. Learners can perform a role-play using a slower rate of speech.

4. 3. SI 3. Learners can ask and answer questions about quantities of food and drinks in daily conversations.

4. 3. SI 4. Learners can make simple routine exchanges without undue effort in face-to-face conversations.

**Writing**

4. 3. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.

4. 3. W 2. Learners can complete short texts with the aid of visual clues.

4. 3. W 3. Learners can write steps of a recipe by using “first”, “second”, “then” and “finally”.

4. 3. W 4. Learners can pick out and reproduce key words and phrases or short sentences from a short text within his/her limited competence and experience.

4. 3. W 5. Learners can develop a basic planning technique like brain mapping before writing a text/paragraph.

4. 3. W 6. Learners can generate and organize ideas on a web or chart before writing a draft.

---

- Have you got any water?
- Yes, I have some/a little/a lot of water.
- No, I haven’t any water.
- What do you think about these apples?/
- To me, they look juicy.
- I’m afraid they don’t look fresh.
- Sorry, but they don’t look delicious.
- I need a bottle of water.
- What do you need?/What do you want?
- Does Tim need anything?/
- Do you want/fancy anything?

- Yoghurt is rich in calcium. It’s good for your health.
- It’s high in protein.
###VALUES

<table>
<thead>
<tr>
<th>Big Ideas/Questions</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you think about gifted people? 2. Why are gifted people special?</td>
<td>1. Learners can talk about habits and repeated actions or unchanging situations.</td>
</tr>
<tr>
<td>3. Do you think everyone has a special gift for doing something? 4. How can you improve your skills and talents? 5. Is being gifted enough to make someone successful? 6. Do you think successful people are those who are well-disciplined? 7. How can you be well-disciplined? 8. What leads people to success?</td>
<td>2. Learners can enquire about habits and repeated actions or unchanging situations. 3. Learners can talk about frequency of repeated actions. 4. Learners can talk about free time activities. 5. Learners can talk about being careful about fairness and equality in making decisions. 6. Appreciating others’ talents and efforts and being proud of others’ success.</td>
</tr>
<tr>
<td>* Not judging people by their weaknesses</td>
<td><strong>Listening</strong> 1. Learners can talk about habits and repeated actions or unchanging situations. 2. Learners can enquire about habits and repeated actions or unchanging situations. 3. Learners can talk about frequency of repeated actions. 4. Learners can talk about free time activities. 5. Learners can talk about interests and talents. 6. Learners can talk about abilities and inabilities by using “and”, “but” and “or”. 7. Learners can talk about their abilities and inabilities. 8. Learners can express their preferences. 9. Learners can ask for someone’s ideas/ opinions and express their ideas/ opinions. 10. Learners can express how they feel. 11. Learners can express their ideas and opinions.</td>
</tr>
</tbody>
</table>
4.4. SP 4. Learners can talk about their interests and talents by incorporating new vocabulary from topic or theme based texts into personal vocabulary.
4.4. SP 5. Learners can repeat simple phrases for correct pronunciation.

**Spoken Interaction**
4.4. SI 1. Learners can make short simple conversations by asking for and providing personal information.
4.4. SI 2. Learners can act out simple conversations by asking and answering questions about each other’s talents and interests.
4.4. SI 3. Learners can role-play short simple conversations expressing their preferences.
4.4. SI 4. Learners can communicate in real-life situations by asking for and providing simple personal information.
4.4. SI 5. Learners can speak using comprehensible pronunciation, stress and intonation.
4.4. SI 6. Learners can contribute information and express ideas in class discussions and group tasks.

**Writing**
4.4. W 1. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
4.4. W 2. Learners can write a short simple text about their daily habits.
4.4. W 3. Learners can look at some pictures and rewrite the phrases or sentences.
4.4. W 4. Learners can pick out and reproduce key words and phrases or short sentences.
4.4. W 5. Learners can write descriptive paragraphs.

---

**Concept: Change**

- No, I don’t.
- Is Amy talented at playing a musical instrument?
- Yes, she is a gifted musician.
- I can play the guitar and the flute.
- Tina can play the piano but he cannot play the guitar.
- We cannot sing songs or dance.
- Can your sister do gymnastics?
- No, she can’t.
- What about you?
- I can do gymnastics and I am good at doing gymnastics.
- I prefer singing to playing a musical instrument.
- I’d rather dance than do yoga.
- What do you think about Joe’s performance?
- Good.
- Congratulations! You were great at the race.
- Look! George’s painting a picture.
- This is my new drawing. What do you think?
- You’re great at drawing. Well done!
**All about change**

**TOPIC 5**

**TECHNOLOGY**

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/Questions</th>
<th>Learning Objectives</th>
<th>Suggested Structures</th>
<th>Suggested Projects&amp;Games</th>
</tr>
</thead>
</table>
| * Being fair  
* Showing respect for others’ rights and taking turns  
* Reacting reasonably to the different situations | 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? | 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 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. | 1. - To me, Eric will make a good companion.  
- I think you will pass the exam.  
- There will be storms next month.  
- There will be famine in the future.  
- Amy and Jane will have a birthday party in June.  
- When will Fiona graduate from high school?  
- 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.  
- Harry usually uses his laptop, but he’s using his tablet at the moment.  
- You click on the right button and you turn off the computer.  
- More and more teenagers are using these apps today.  
- We are having a chat online tonight.  
- My computer is always giving error message nowadays.  
- Kate will email you when you go on holiday next month. | PROJECT 1  
Imagining they invented a new mobile phone, tablet or computer and talking about how they work.  
PROJECT 2  
Making predictions about the future and expressing solutions to get rid of the problems which the Earth will go through  
GAME 1  
Playing “Finding Differences” with two pictures comparing now and the future |

**TOPIC 5**

**TECHNOLOGY**

<table>
<thead>
<tr>
<th>Listening</th>
<th>Reading</th>
<th>Spoken Production</th>
</tr>
</thead>
</table>
| 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. | 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. | 4. 5. SP 1. Learners can produce simple |
isolated sentences.  
4. 5. SP 2. Learners can use clues to make predictions about the future and make up a story.  
4. 5. SP 3. Learners can talk about factual information.  
4. 5. SP 4. Learners can give instructions or directions.  
4. 5. SP 5. Learners can describe an action that is going on during this period of time or a trend.  
4. 5. SP 6. Learners can describe an action or event in the future, which has already been planned or prepared.  
4. 5. SP 7. Learners can read aloud with appropriate intonation, stress and inflection, paying attention to punctuation.

**Spoken Interaction**  
4. 5. SI 1. Learners can make simple short conversations asking for ideas or opinions, expressing their ideas or opinions.  
4. 5. SI 2. Learners can communicate in simple and routine tasks using simple phrases to ask for and provide information about the future.  
4. 5. SI 3. Learners can make simple routine exchanges without undue effort in real-life situations.  
4. 5. SI 4. Learners can act out a dialogue expressing irritation by using “always”, “constantly” and “forever” to emphasize a continuing series of repeated actions.  
4. 5. SI 5. Learners can participate in simple conversations by expressing future situations after some conjunctions such as ‘after’, ‘when’, ‘before’, ‘as’, ‘as soon as’ and ‘until’.

**Writing**  
4. 5. W 1. Learners can write expository paragraphs with a given topic sentence, supporting sentences and a conclusion sentence.  
4. 5. W 2. Learners can write simple texts.
in a logical sequence of steps by using linking words ‘first’, ‘second’, ‘then’ and ‘finally’.

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.

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

4. 5. W 5. Learners can include dialogues and indirect speeches in narrative writings.

4. 5. W 6. Learners can compose their own journals for personal reflection.

4. 5. W 7. Learners can take notes from books or while listening to assist in writing a text.

4. 5. W 8. Learners can complete picture puzzles, crossword puzzles, word search puzzles or unscramble word games.
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</thead>
<tbody>
<tr>
<td>* Expressing their own ideas without hurting someone’s feelings * Appreciate others’ opinions and thoughts</td>
<td>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?</td>
<td><strong>Communicative Objectives</strong> 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. <strong>Listening</strong> 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. <strong>Reading</strong> 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. <strong>Spoken Production</strong> 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.</td>
<td>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. 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.</td>
<td>PROJECT 1 Sharing their predictions for the future with the students from different countries at a Skype meeting online PROJECT 2 Preparing prediction cards with strong supportive ideas and trying to convince their friends by justifying their arguments GAME 1 Playing “Find Someone Who ...? with predictions about classmates’ future dreams</td>
</tr>
</tbody>
</table>
Spoken Interaction
4. 6. SI 1. Learners can give examples to support an idea.
4. 6. SI 2. Learners can initiate, maintain and end face-to-face conversations.
4. 6. SI 3. Learners can ask and answer questions about a familiar topic.
4. 6. SI 4. Learners can make simple routine exchanges without undue effort in face-to-face conversations.
4. 6. SI 5. Learners can participate in short conversations in routine contexts on a topic of interest.

Writing
4. 6. W 1. Learners can pick out key words and phrases from a text and reproduce them in expository paragraphs.
4. 6. W 2. Learners can write a short persuasive text by using clues or answering some questions.
4. 6. W 3. Learners can fill in a text by using “and”, “but” and “or” by using some prompts.
4. 6. W 4. Learners can write simple daily conversations.
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.
4. 6. W 6. Learners can use present and future tenses with some consistency in narratives or reports.
4. 6. W 7. Learners can plan for a piece of writing by generating ideas from a range of sources and organizing them.
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<tbody>
<tr>
<td>* Building up self confidence in developing healthy life styles</td>
<td>1. Who are healthy people? Do you think you are a healthy person? Why/ Why not? 2. Why do we need to care about our health? 3. What personality traits do healthy people have? 4. What habits do healthy people have? 5. How can you break bad habits? 6. What builds up our habits? 7. Do you think habits affect our lifestyle in a good or a bad way?</td>
<td>Listening 4. 7. L 1. Learners can listen to a simple text and get necessary information. 4. 7. L 2. Learners can listen and extract specific information from short recorded texts. 4. 7. L 3. Learners can listen to clear and short recorded texts to deduce meaning. 4. 7. L 4. Learners can listen and identify the topic of discussion that is conducted slowly and clearly. 4. 7. L 5. Learners can listen and understand simple daily conversations. 4. 7. L 6. Learners can listen and state general truths. 4. 7. L 7. Learners can listen to songs and sing along.</td>
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<tr>
<td>* Building good habits and breaking bad habits</td>
<td>1. – I don’t feel well. I have a sore throat. 2. – You look pale. Do you have a stomach ache? 3. – You should eat fruit and vegetables. 4. – You shouldn’t drink cold water. 5. – You should wash vegetables and fruits before you eat. 6. – You should brush your teeth after each meal. 7. – You shouldn’t go to bed late. 8. - I go to bed early. 9. - I wash my face. 10. - I brush my teeth.</td>
<td>Listening 4. 7. L 1. Learners can listen to a simple text and get necessary information. 4. 7. L 2. Learners can listen and extract specific information from short recorded texts. 4. 7. L 3. Learners can listen to clear and short recorded texts to deduce meaning. 4. 7. L 4. Learners can listen and identify the topic of discussion that is conducted slowly and clearly. 4. 7. L 5. Learners can listen and understand simple daily conversations. 4. 7. L 6. Learners can listen and state general truths. 4. 7. L 7. Learners can listen to songs and sing along.</td>
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<tr>
<td></td>
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<td>Reading 4. 7. R 1. Learners can read simple texts for comprehension. 4. 7. R 2. Learners can scan simple texts and get specific information. 4. 7. R 3. Learners can read and isolate the information required. 4. 7. R 4. Learners can skim a simple text and get the gist of it. 4. 7. R 5. Learners can compare and contrast characters or events within a story or from different stories. 4. 7. R 6. Learners can read and make use of a table of contents, index or glossary when using books for reference. 4. 7. R 7. Learners can read and understand everyday signs and notices in public places.</td>
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<td></td>
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<td>Spoken Production 4. 7. SP 1. Learners can talk about factual information 4. 7. SP 2. Learners can make statements about general truths such as scientific truths. 4. 7. SP 3. Learners can read out simple conversations by paying attention to intonation, stress and pronunciation.</td>
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<td>PROJECT 1 Conducting a “Healthy Lifestyle Awareness Day” PROJECT 2 Making brochures about healthy life tips PROJECT 3 Having interviews with the elderly and taking their advice about healthy life</td>
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<td>GAME 1 Playing “Memory Game” about a picture showing different kinds of food and drinks</td>
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</tr>
</tbody>
</table>
### Spoken Interaction

1. Learners can have a small chat asking for and providing information.
2. Learners can ask reasons and give explanations in simple daily conversations.
3. Learners can initiate, maintain and end face-to-face daily conversations.
4. Learners can communicate by using basic phrases and expressions.
5. Learners can ask and answer questions about general truths.
6. Learners can make a doctor appointment in a telephone conversation.

### Writing

1. Learners can write simple cards.
2. Learners can write expository paragraphs.
3. Learners can write simple daily conversations.
4. Learners can take notes from books or while listening to assist in writing a text.
5. Learners can compose their own journal writing for personal reflection.

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**Concept:** Change  
**All about change**  
**TOPIC 8**  
**NATURE AND LIFE CYCLE**
<table>
<thead>
<tr>
<th>VALUES</th>
<th>Big Ideas/ Questions</th>
<th>Learning Objectives</th>
<th>Suggested Structures</th>
<th>Suggested Projects &amp; Games</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>*Accepting responsibility for nature</td>
<td>1. Who is responsible for nature?</td>
<td>1. Learners can talk about general truths.</td>
<td>1. - Water boils at one hundred degrees.</td>
<td>PROJECT 1 Preparing a science magazine about nature and life cycle</td>
</tr>
<tr>
<td>* Engaging in personal behaviour that avoids placing animals and plants in danger or at risk</td>
<td>2. Why should human beings be responsible for nature?</td>
<td>2. Learners can enquire about general truths.</td>
<td>- The moon revolves around the Earth.</td>
<td>PROJECT 2 Making a presentation of life cycle by the help of visuals</td>
</tr>
<tr>
<td></td>
<td>3. How can we keep nature better?</td>
<td>3. Learners can ask for confirmation and respond to it.</td>
<td>- Plants die if they don’t get enough water.</td>
<td>PROJECT 3 Going on a trip in nature and talking about life cycle and nature</td>
</tr>
<tr>
<td></td>
<td>4. Where are human beings in nature?</td>
<td>4. Learners can use connectors “and”, “or” “but” and “because”.</td>
<td>2. - Does the Earth revolve around the moon?</td>
<td>PROJECT 4 Imagine you’re a butterfly and tell and act out your life cycle story with necessary costumes and equipment</td>
</tr>
<tr>
<td></td>
<td>5. How would our lives be if there were no nature?</td>
<td>5. Learners can use linking words such as “when” and “before” to emphasize the sequence of the stages.</td>
<td>- Yes, it does.</td>
<td>PROJECT 5 Visiting a science museum or preparing a science fair</td>
</tr>
<tr>
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<td>6. Learners can express how certain they are/ are not of something.</td>
<td>- What happens if we boil water?</td>
<td>PROJECT 6 Doing an experiment about a scientific fact; observing and reporting each stage</td>
</tr>
<tr>
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<td>7. Learners can enquire about how certain someone is of something.</td>
<td>- It evaporates.</td>
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<td>8. Learners can ask for repetition.</td>
<td>3. - The other planets revolve around the sun, don’t they?</td>
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<td>9. Learners can ask for clarification or explanation.</td>
<td>- Yes, they do.</td>
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<td>10. Learners can ask for and give reasons.</td>
<td>4. - Water freezes at zero degrees but it boils at one hundred degrees.</td>
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<td>5. - Butterflies go through four stages before they become an adult.</td>
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<td>- When a caterpillar is born, they are extremely small.</td>
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<td>- When the egg hatches, the caterpillar eats its leaf.</td>
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<td>6. - I am sure. / No, I am not sure.</td>
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<td></td>
<td></td>
<td>7. - (You’re) sure?</td>
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<td></td>
<td></td>
<td></td>
<td>- Are you sure?</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>- Yes, I am.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Is Kate sure?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- No, she isn’t</td>
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<td>8. - I am afraid I couldn’t catch up with you. Can you repeat it for me?</td>
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<td>9. - What is “…” in English?</td>
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<td></td>
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<td>10. - Why do caterpillars need to eat so much?</td>
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<td></td>
<td></td>
<td></td>
<td>- Because they grow quickly.</td>
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</tr>
</tbody>
</table>

**Listening**

4. 8. L 1. Learners can listen to recorded texts to find specific information.
4. 8. L 2. Learners can listen to clear and short recorded texts to identify the different stages of the life cycle.
4. 8. L 3. Learners can listen to clear and short texts and get specific information by the help of visuals.
4. 8. L 4. Learners can understand phrases and sentences provided that speech is clearly and slowly articulated.
4. 8. L 5. Learners can listen to songs and sing along.

**Reading**

4. 8. R 1. Learners can read simple texts attentively and identify necessary information by rereading as required.
4. 8. R 2. Learners can read simple texts and extract essential information to make a list.
4. 8. R 3. Learners can read simple texts and outline main points.
4. 8. R 4. Learners can scan simple texts and get necessary information.
4. 8. R 5. Learners can read daily conversations and detect familiar words and phrases.
4. 8. R 6. Learners can read and identify the parts in the organisation of a report (introduction, support information, conclusion).
4. 8. R 7. Learners can read texts and isolate specific information to locate them on an illustration.

**Spoken Production**

4. 8. SP 1. Learners can talk about general truths.
4. 8. SP 2. Learners can talk about daily habits by using connectors “and”, “or” and “but”.
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.
4. 8. SP 4. Learners can use linking words such as “when” and “before” to emphasize the sequence of
4. 8. SP 5. Learners can express how certain they are/ are not of something.
4. 8. SP 6. Learners can enquire about how certain someone is of something.
4. 8. SP 7. Learners can ask for repetition.
4. 8. SP 8. Learners can ask for clarification or explanation.
4. 8. SP 9. Learners can ask for and give reasons.

**PROJECT 1**

Preparing a science magazine about nature and life cycle

**PROJECT 2**

Making a presentation of life cycle by the help of visuals

**PROJECT 3**

Going on a trip in nature and talking about life cycle and nature

**PROJECT 4**

Imagine you’re a butterfly and tell and act out your life cycle story with necessary costumes and equipment

**PROJECT 5**

Visiting a science museum or preparing a science fair

**PROJECT 6**

Doing an experiment about a scientific fact; observing and reporting each stage

**GAME 1**

Playing “Right or Wrong” by using flashcards including questions about different kinds of animals
<table>
<thead>
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<th>Concept: Society</th>
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</thead>
<tbody>
<tr>
<td><strong>All about society</strong></td>
</tr>
<tr>
<td><strong>TOPIC 9</strong></td>
</tr>
<tr>
<td><strong>SHORT STORIES</strong></td>
</tr>
</tbody>
</table>

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.
### Values

**Big Ideas/Questions**

* Appreciating cultural heritage
  *Taking responsibility for the protection of their cultural heritage*

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<thead>
<tr>
<th><strong>VALUES</strong></th>
<th><strong>Big Ideas/Questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Appreciating cultural heritage</td>
<td>1. How can you tell if a story is true or not?</td>
</tr>
<tr>
<td><em>Taking responsibility for the protection of their cultural heritage</em></td>
<td>2. Why is it important to protect our cultural values?</td>
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<td></td>
<td>3. What do the fables of our country teach us about our cultural values?</td>
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<td></td>
<td>4. How can you apply the morals you learn from short stories to protect your cultural heritage?</td>
</tr>
</tbody>
</table>

### Learning Objectives

<table>
<thead>
<tr>
<th><strong>Communicative Objectives</strong></th>
<th><strong>Skills</strong></th>
<th><strong>Suggested Structures</strong></th>
<th><strong>Suggested Projects &amp; Games</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>4. 9. L.1. Learners can listen to clear recorded texts and identify the sequence of events.</td>
<td>1. – Gary took the pictures of the flowers an hour ago.</td>
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<td></td>
<td>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.</td>
<td>- Vicky was very upset yesterday afternoon.</td>
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<td></td>
<td>4. 9. L.3. Learners can listen and complete short stories.</td>
<td>– I went to school yesterday.</td>
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<td></td>
<td>4. 9. L.4. Learners can listen and determine the past events in a story.</td>
<td>– Kevin had breakfast at nine o’clock yesterday morning.</td>
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<td></td>
<td>4. 9. L.5. Learners can listen to songs and sing along.</td>
<td>2. – Was it cloudy and rainy last week?</td>
<td></td>
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<tr>
<td><strong>Reading</strong></td>
<td>4. 9. R.1. Learners can read a short story and get the gist of the story.</td>
<td>- Yes, it was, but this week it is clear and sunny.</td>
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<td></td>
<td>4. 9. R.2. Learners can read and identify the main events and the relevant supporting details in a narrative text.</td>
<td>– Did Tina call you yesterday?</td>
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<td></td>
<td>4. 9. R.3. Learners can read aloud with appropriate intonation, stress and inflection paying attention to punctuation marks.</td>
<td>- Yes, she did. / No, she didn’t.</td>
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<tr>
<td></td>
<td>4. 9. R.4. Learners can read and identify the genre of a story (fable, folktale, biography, adventure, mystery, horror, etc.).</td>
<td>3. – It was snowy last winter, wasn’t it?</td>
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<td></td>
<td>4. 9. R.5. Learners can identify the perspective of a story (through the storyteller’s voice, first person, third person).</td>
<td>- Yes, it was.</td>
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<td></td>
<td>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.</td>
<td>- Did your dad go abroad last year?</td>
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<td>4. 9. R.7. Learners can read a story and identify the plot and the resolution of the story.</td>
<td>- No, he didn’t. He went abroad two years ago.</td>
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<td>4. 9. R.8. Learners can read and follow direct and indirect speeches attentively in a narrative.</td>
<td>– Amy ate an apple, didn’t she?</td>
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</tr>
<tr>
<td><strong>Spoken Production</strong></td>
<td>4. 9. SP.1. Learners can point to pictures and tell a story paying attention to punctuation.</td>
<td>- Bob drank a glass of water, didn’t he?</td>
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<td></td>
<td>4. 9. SP.2. Learners can talk about past situations and events.</td>
<td>4. – It was snowing heavily last Friday.</td>
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<td>4. 9. SP.3. Learners can compare and contrast the characters or events within a story or from different stories.</td>
<td>- Sam was taking an exam at this hour yesterday.</td>
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<td>4. 9. SP.4. Learners can retell a story by modifying some parts.</td>
<td>5. – When Kim came in, I was doing my homework.</td>
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<td>– While the students were taking notes, the teacher was explaining the subject to them.</td>
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<td>6. – I was wondering if you could open the window?</td>
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<td>- Would you mind if I turned down the music?</td>
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<td>7. – She was always answering my calls late.</td>
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<td>8. – It’s sunny and clear</td>
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</tbody>
</table>

### Suggested Structures

1. Organizing “The Best Amazing Short Story Narrate” contest and rewarding the best one

### Suggested Projects & Games

1. PROJECT 1
   - Organizing “The Best Amazing Short Story Narrate” contest and rewarding the best one
2. PROJECT 2
   - Narrating their favourite stories and recording their narrations
3. PROJECT 3
   - Acting out short stories in small groups by sharing the roles and then making a short film of their stories
4. PROJECT 4
   - Holding a fairy tales ball

### Games

1. GAME 1
   - Playing “Irregular Verbs Bingo”
2. GAME 2
   - Playing “Making up a Story” game by using word cards including different verbs
<table>
<thead>
<tr>
<th><strong>Spoken Interaction</strong></th>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. 9. SI 1. Learners can make simple short conversations asking and answering questions about the past situations and events.</td>
<td>4. 9. W 1. Learners can write simple narrative paragraphs with a good sequence of events.</td>
</tr>
<tr>
<td>4. 9. SI 2. Learners can ask and answer questions about the events in short stories.</td>
<td>4. 9. W 2. Learners can rewrite simple short stories by using &quot;when&quot; and &quot;while&quot;.</td>
</tr>
<tr>
<td>4. 9. SI 3. Learners can exchange simple information.</td>
<td>4. 9. W 3. Learners can write an ending to a story by using connectors “and”, “but” and “or”.</td>
</tr>
<tr>
<td>4. 9. SI 4. Learners can ask and answer polite questions.</td>
<td>4. 9. W 4. Learners can check writing to ensure that spelling and punctuation are correct.</td>
</tr>
<tr>
<td>4. 9. SI 5. Learners can dramatize a short story in a team.</td>
<td>4. 9. W 5. Learners can write from the viewpoint of a designated character in a story.</td>
</tr>
</tbody>
</table>

**Concept: Change**

*All about change*

**TOPIC 10**

**HISTORY**

today but it was cloudy and rainy yesterday.
<table>
<thead>
<tr>
<th><strong>VALUES</strong></th>
<th><strong>Big Ideas/Questions</strong></th>
<th><strong>Learning Objectives</strong></th>
<th><strong>Suggested Structures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Showing respect for their own history</td>
<td>1. Who are experienced people?</td>
<td><strong>Listening</strong>&lt;br&gt;1. Learners can talk about past experiences.&lt;br&gt;2. Learners can enquire about past experiences.&lt;br&gt;3. Learners can talk about the actions that began in the past and continue into the present or have just completed.&lt;br&gt;4. Learners can enquire about the past actions that have influence at present or have just completed.&lt;br&gt;5. Learners can use “and”, “but”, “or” and “because”.&lt;br&gt;6. Learners can talk about the past actions in progress.&lt;br&gt;7. Learners can narrate past events by using “first”, “second”, “then” and “finally”.&lt;br&gt;8. Learners can produce simple narratives using transitional words.&lt;br&gt;9. Learners can narrate past events by using connectors such as “when” and “while”.&lt;br&gt;10. Learners can impart and seek factual information.&lt;br&gt;11. Learners can express ability and inability in the past.</td>
<td><strong>PROJECT 1</strong>&lt;br&gt;Searching for amazing life stories from history&lt;br&gt;<strong>PROJECT 2</strong>&lt;br&gt;Conducting an interview with an elderly and learn his/ her amazing true story from the past and recording the interview&lt;br&gt;<strong>PROJECT 3</strong>&lt;br&gt;Preparing booklets about the amazing true stories of celebrities, athletes, authors or scientists&lt;br&gt;<strong>PROJECT 4</strong>&lt;br&gt;Making cards of victories of their country in distant and recent past and then talking about these victories in a friendly way&lt;br&gt;<strong>PROJECT 5</strong>&lt;br&gt;Organizing a history fair</td>
</tr>
<tr>
<td>* Appreciating their own traditional values and culture</td>
<td>2. Why is experience important in our lives?</td>
<td><strong>Reading</strong>&lt;br&gt;1. Learners can read simple texts and extract essential information.&lt;br&gt;2. Learners can read nonfictional stories attentively and make a list of the main events.&lt;br&gt;3. Learners can read a true story from history and get the gist of the story.&lt;br&gt;4. Learners can read and demonstrate understanding of simple similes, metaphors and idioms (as cold as ice, raining cats and dogs, etc.).&lt;br&gt;5. Learners can read for specific information.&lt;br&gt;6. Learners can recognize a number of different forms of texts such as poetry, story, factual text, through headings and illustrations.&lt;br&gt;7. Learners can use an English dictionary to check the meanings of new words.</td>
<td><strong>GAME 1</strong>&lt;br&gt;Playing “Have you ever ...?” on the board to ask and answer questions in pairs or groups&lt;br&gt;<strong>GAME 2</strong>&lt;br&gt;Playing “Memory” game</td>
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<tr>
<td>Spoken Interaction</td>
<td>Writing</td>
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<tr>
<td>4. 10. SI 1. Learners can make simple short conversations asking and answering questions about past experiences.</td>
<td>4. 10. W 1. Learners can fill in narratives by the help of given prompts.</td>
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<tr>
<td>4. 10. SI 2. Learners can make simple short conversations by asking and answering questions about a nonfictional story.</td>
<td>4. 10. W 2. Learners can write narrative paragraphs about important events from history.</td>
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<tr>
<td>4. 10. SI 3. Learners can interact with reasonable ease in structured situations and short conversations.</td>
<td>4. 10. W 3. Learners can fill in narratives by using “and”, “but” and “or” and by answering some important questions.</td>
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<tr>
<td>4. 10. SI 4. Learners can dramatize repeating short sentences and using gestures to clarify what s/he wants to say.</td>
<td>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.</td>
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<tr>
<td>4. 10. SI 5. Learners can deduce the meaning of words from the context to resume simple, routine exchanges without undue effort.</td>
<td>4. 10. W 5. Learners can include dialogues and attempts at indirect speeches in narrative writings.</td>
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<td>4. 10. SI 6. Learners can respond to practical everyday demands; they can find out and pass on straightforward factual information in a team.</td>
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10. – When did the First World War break out?  
- It broke out in 1918.  
11. – They could hold a meeting with the representatives.  
- They couldn’t help them on time.