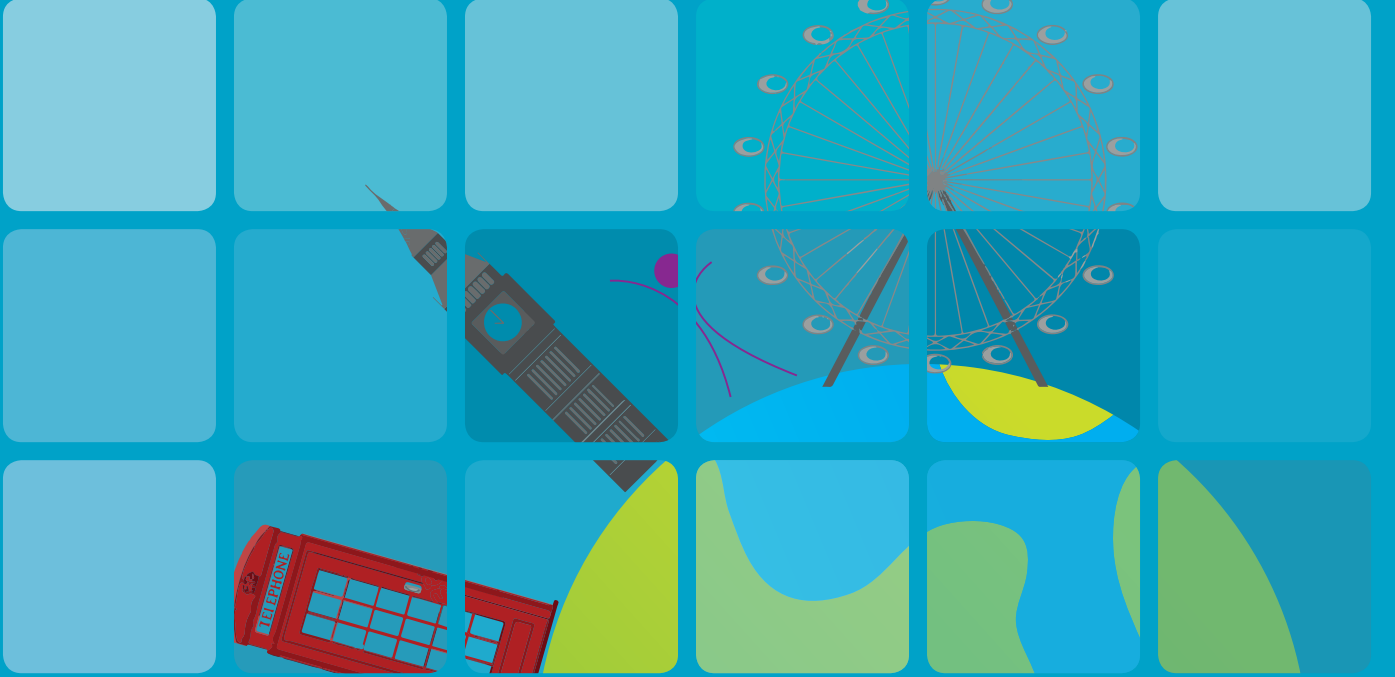**2017-2018 yılında ORTAOKUL'da Sadece 5.SINIFLARDA okutulacak.**

T.C.
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Temel Eğitim Genel Müdürlüğü

İNGİLİZCE DERSİ
ÖĞRETİM PROGRAMI
(İlkokul ve Ortaokul 2, 3, 4, 5, 6, 7 ve 8. Sınıflar)

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ANKARA - 2017

CONTENTS

MAJOR PHILOSOPHY OF THE PROGRAM

English language education program has been revised in accordance with the general objectives of Turkish National Education as defined in the Basic Law of the National Education No. 1739, along with the Main Principles of Turkish National Education. The present revision includes two major dimensions with three sub-dimensions for each, as follows:

1. Revision of the theoretical framework;

    a. Reviewing the program with regards to values education

    b. Including the basic skills as themes

    c. Expanding certain subsections, such as testing and evaluation and suggestions

2. Revision of each grade by;

    a. Revision of the targeted language skills and their linguistic realizations

    b. Evaluation and the update of the contexts, tasks and activities

    c. Analysis and general update of the program in terms of functions and forms covered

To provide a high-quality English language education for primary and lower secondary students in Turkey, a periodic revision of the courses is essential to maintain an up-to-date and effective curriculum. Furthermore, the recent changes in Turkish educational system, which entailed a transition from the 8+4 educational model to the new 4+4+4 system, have led to an immediate need for the redesign of current teaching programs. With respect to English language education, in particular, this system mandates that English instruction be implemented from the 2nd grade onward, rather than the 4th grade; therefore, a new curriculum accommodating the 2nd and 3rd grades was necessary, which led the preparation of the previous version of this program. The present revision, not a drastic one, primarily aims at updating the program with regards to the views obtained from the teachers, parents and academicians. This objective shaped the nature of the second revision.Basically, the program was reviewed and revised in line with the pedagogic philosophy of both basic skills and values education, which has been a minor revision in that the English language education program focuses on developing the language skills and proficiency without any concrete course content.

In designing the new English language teaching program, the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) were closely followed. The CEFR particularly stresses the need for students to put their learning into real-life practice in order to support fluency, proficiency and language retention (CoE, 2001); accordingly, the new curricular model emphasizes language use in an authentic communicative environment. As no single language teaching methodology was seen as flexible enough to meet the needs of learners at various stages and to address a wide range of learning styles, an eclectic mix of instructional techniques has been adopted, drawing on an action oriented approach in order to allow learners to experience English as a means of communication, rather than focusing on the language as a topic of study. Therefore, use of English is emphasized in classroom interactions of all types, supporting learners in becoming language users, rather than students of the language, as they work toward communicative competence (CoE, 2001).

As the CEFR considers language learning to be a lifelong undertaking, developing a positive attitude toward English from the earliest stages is essential; therefore, the new curriculum strives to foster an enjoyable and motivating learning environment where young learners/users of English feel comfortable and supported throughout the learning process. Authentic materials, drama and role play, and hands-on activities are implemented to stress the communicative nature of English. At the 2nd and 3rd grade levels, speaking and listening are emphasized; while reading and writing are incorporated in higher grades as students become more advanced. Throughout each stage, developmentally appropriate learning tasks provide a continued focus on building the learner autonomy and problem-solving skills that are the basis for communicative competence.

GENERAL OBJECTIVES OF THE PROGRAM

There is no question that the key to economic, political and social progress in today's society depends on the ability of Turkish citizens to communicate effectively on an international level, and competence in English is a key factor in this process. In order for meaningful learning to take place, in English as in any other subject area, the material must have relevance in students' daily lives. Therefore, scholars such as Hymes (1972) and Widdowson (1978) have argued that language learning must be carried out in context; that is, it must be used in the course of everyday interactions, for true communicative purposes, rather than practiced as an abstract exercise.

Accordingly, in order to impress on students the role of English as a means of relaying needs and wants, voicing opinions and beliefs, building relationships, and so on, the new curricular model is focused on language learning as communication. The communicative approach entails use of the target language not only as an object of study, but as a means of interacting with others; the focus is not necessarily on grammatical structures and linguistic functions, but on authentic use of the language in an interactive context in order to generate real meaning (Larsen-Freeman & Anderson, 2011; Richards, 2006). In other words, learners/users engage in activities which require actual communication between peers or between students and their teacher, such as creating a game as a group and then playing it with classmates, rather than rehearsing prepared material (e.g., taking turns reading a printed dialog from a textbook or reciting memorized lists of verb forms). Classroom materials and teaching tools are drawn from authentic sources as much as possible in order to demonstrate English as it is used in real life. Furthermore, as motivation is essential to learner success, the curriculum aims to make learning English interesting, engaging and fun, taking into account the diverse needs of students at different developmental levels (Cameron, 2001).

It is therefore critical to define the scope of the present program in terms of students' characteristics, developmental periods and learning strategies. The program covers a wide age period, between six and thirteen, and thus developmentally speaking, the program has to serve young learners and adolescents (Pinter, 2006; Rixon, 1999). Because these two groups of learners are markedly different from each other in terms of cognitive and social characteristics, the program takes these differences into account at all strata of the syllabi, such as contexts and tasks, cognitive load, assessment and evaluation as well as type of language skills covered. Young learners are predominantly provided with a 'play world', in which they are expected to sing, dance, play games, do arts and craft activities (McKay, 2006), all of which embedded with English language. Speaking and listening are the major skills depicted in the first three grades of the program. Following years include all of the skills in line with the theoretical approach of the CEFR. Nevertheless, that does not mean teachers cannot offer any doable reading or writing tasks, which would be quite reasonable, and perhaps inevitable, in a communicative classroom atmosphere.

Another aspect of the program relates to how students approach language learning in- and outside-the-classroom as well as how teachers are to shape those experiences with in-class tasks and various assignments. This aspect addresses the learning strategies (O'Malley & Chamot, 1990; Oxford, 1990, 1996). Learning strategies are handled in different dimensions within the program. The first dimension is that teachers as well as book authors were provided with tasks and contexts that are relevant, interesting and achievable for the given group of students. The second dimension relates to the assignments that are offered in each unit of the program to provide a sample of what is expected from teachers and book authors. The program basically expects to vary learning strategies for both classroom instruction and assignments, which can be achieved by methodologically well-tuned instruction of the teacher and carefully selected assignments (Cohen, 2011). The third dimension is the frame of testing and evaluation perspective prescribed within the curriculum section. As was stated in the testing section, one of the most important aspects of the program is to create positive and beneficial washback effect. This objective was set to lead students to exploit rich and wide range of learning strategies. In other words, the program strictly refrains from overuse of some specific language learning strategies over others due to the examinations.

KEY COMPETENCES IN THE PROGRAM

Key competences, as generic and common objectives of all educational programs across the EU, address the basic skills that each and every citizen is to acquire during formal education. Commenced by the European Commission in the EU countries, the key competences refer to the key knowledge, skills and attitudes that are expected to equip students with the personal realization of personal and professional development and growth, with the sole goal of societal inclusion and contribution. The key competences framed by the European Commission are:

- Traditional Skills:
    - o Communication in mother tongue
    - o Communication in foreign languages
- Digital Skills:
    - o Literacy
    - o Basic skills in math and science
- Horizontal Skills:
    - o Learning to learn
    - o Social and civic responsibility
    - o Initiative and entrepreneurship
    - o Cultural awareness and creativity

These key competences and specific sub-competences have been included within the educational programs of the EU countries. The educational policy in promoting the key competences is to 1) preparing effective learning materials and contexts for the learners, 2) decreasing early school-leaving, 3) increasing the participation to early childhood education and 4) improving the support mechanisms of the teachers and other shareholders. To this end, the Ministry of National Education has embarked on an extensive review and revision project for all educational programs, including English language education program, to include those key competences and to support the acquisition of them among learners.

English language education programs, like any other contemporary language programs, are not based on any course content on the grounds that language programs aim at teaching language skills and developing communicative competences (Canale & Swain, 1983). In other words, a foreign language program based on CEFR is framed in terms of language skills which stand for objectives for each unit, linguistic realizations of those language skills by referring to grade and language proficiency and pedagogic dimensions, such as suggested contexts and tasks as well as sample assignments shaped by specific language strategy (O'Malley & Chamot, 1990; Oxford, 1990, 1996). Therefore, any attempt to include key competences (as well as values education) to a foreign language education program is a challenging one. However, as the theoretical dimension of an educational continuum, an educational program can possibly offer what methodological choices course book authors and teachers should make to materialize the present program and thus the key competences and values in the classroom. To this end, teachers and course book authors are provided with specific suggestions in the program. In addition, the syllabus for each grade was reviewed to include the key competences and values as themes or topics, specifically to help teachers and course book authors to make effective contextual choices and other supplementary and additional materials.

VALUES EDUCATION IN THE PROGRAM

No contemporary scholar of the educational sciences would discuss or describe education at any level without certain universal and local values that are critical for the individuals and societies. 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 and national 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 review process of the program was also about the question of how to include those and similar values into the syllabi for all of the grades. Similar with the efforts spent for the inclusion of the eight key competences to the program, the values were primarily embedded into the themes and topics of each unit as much as the language skills and functions covered in those units permitted such an update. Teachers and course book authors are encouraged to make use of key competences and values depicted in the program.

TESTING AND EVALUATION APPROACH OF THE PROGRAM

Testing as the superordinate construct, or assessment and evaluation in particular is one of the most important aspects of the program owing to the fact that a testing procedure inconsistent with the nature of the program would jeopardize all of the linguistic and pedagogic infrastructure and objectives. This inconsistency might shape the way teachers teach as well as the way students tend to learn, which are not depicted in the program. Ultimately, such divergence might even lead to the instructional phenomenon, which is known as negative and harmful washback (Özmen, 2012). Therefore, it is critically important to accentuate that learning, teaching and testing are part of a whole, interacting constantly with each other in shaping not only teachers' instructional choices but also students' learning strategies, and even parents' attitudes toward what is critical and valuable in educative provisions.

From this point of view, the theory of the testing procedures in the present program is not different from that of learning and teaching: The theoretical frame of testing, assessment and evaluation processes is primarily based on the CEFR, in which various types of assessment and evaluation techniques are emphasized. Those are heavily centered on alternative and process oriented testing procedures. In addition self-assessment is also emphasized, as students are encouraged and expected to monitor their own progress and achievement in the development of communicative competences (Bachman, 1990; CoE, 2001). To this end, each unit includes a list of achievements to be met by the students; this will be converted to self-assessment checklists which ask students to assess their own learning from an action-based perspective. In other words, children are prompted to answer questions such as "What did you learn?", "How much do you think you learned?" and "What do you think you can do in real life, based on what you learned in class?"

In addition to alternative process oriented testing techniques and self-assessment, formal evaluation will be carried out through the application of written and oral exams, quizzes, homework assignments and projects in order to provide an objective record of students' success. This aspect of the testing procedures is based on Bachman's (1990) theoretical proposals for testing 'communicative competences'. Although the early stages of the program, specifically the 2nd and the 3rd grades, young learners of English are not tested by any summative testing procedures (McKay, 2006). Instead, formative testing mechanisms work in cooperation with regular in- and outside-the-class tasks to create positive attitudes, beliefs and motives toward learning English. However, with the 4th grade and onwards, a set of formative and summative testing procedures are offered to test the communicative competences and thus the language proficiency of the students.

The explicit philosophy of the program toward testing is that all kinds of testing procedures, including summative and formative assessment techniques or product and process oriented tests are to;

- cover four language skills and implicit assessment of language components;
- vary in terms of learning styles and cognitive characteristics of the students;
- be in consistent with the learning and teaching methodology depicted in the program;
- be in line with the students' developmental characteristics;
- create positive and beneficial washback effect;
- include self-assessment, reflection and feedback and
- help students identify their strengths and weaknesses and target areas that need work.

These propositions address the nature of the concrete testing techniques that should be exploited by the teachers for diagnostic, reflective and assessment purposes. Specifically for lower secondary education (from 5th grade to 8th grade), a rich variety of testing techniques is necessary to assess and evaluate students' language proficiency, to help students observe their pace and to support instructional process by shaping how students study English outside the classroom. To reach those goals, particular formative and summative assessment methods might be accentuated: Formative assessments for English classrooms are generally low stakes examinations, which have little or no point value. Instead they are offered to facilitate learning process. For instance, students may be asked to 1) design a poster about the course to exhibit their learning and 2) summarize the main points of the course at the end of the lesson.

However, summative assessments procedures basically aim at evaluate students' learning at the end of a specified instructional period by comparing the results against previously established standards or benchmark. Generally labeled as high stake examinations (having high point value), summative assessment techniques are to be in line with the nature of learning and teaching that are adopted by the educational program and the teacher. Some of the summative techniques are: 1) a project, such as a visual dictionary prepared throughout the semester and 2) a regular pencil-paper examination. Inevitably, those specific testing techniques address the fact that the educational program offers both process and product oriented testing techniques (Brown & Abeywickrama, 2010). Such diversity in testing design is expected to strengthen the learning experiences of the students.

SUGGESTED TESTING TECHNIQUES FOR THE ASSESSMENT OF LANGUAGE SKILLS

Language Skills	Testing Techniques*	Suggestions for Test Preparation
Speaking	Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.	• Make sure you have prepared a reliable assessment rubric to assess students. • Anxiety and inhibition may cause problems: Provide a relaxing atmosphere in testing. • Encourage self- and peer-assessment if applies (for higher proficiency grades).
Listening	Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.	• Include both bottom-up and top-down listening techniques. •Bottom-up techniques typically focus on sounds, words, intonation, important grammatical structures, and other components of spoken language. • Top-down techniques are concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text.

Language Skills	Testing Techniques*	Suggestions for Test Preparation
Reading	Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.	• Include both bottom-up and top-down reading techniques. •Bottom-up techniques focus on morphological dynamics, words, collocations, key grammatical structures, and other components of written language. • Top-down techniques are concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text.
Writing	Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/essay/e-mail/journal entry/etc., Writing a topic sentence/thesis statement	• Make sure you have prepared a reliable assessment rubric to assess students. • Provide a Genre (what to write), Audience (whom to write) and Purpose (why to write) for each writing assessment task. • Encourage self- and peer-assessment if applies (for higher proficiency grades).
Samples for Integrated Skills	Summarizing a text (listening/reading and writing), Taking notes (listening and writing), Reporting an event (listening/reading and speaking), Paraphrasing (listening/reading and writing), Preparing a mind-map (reading/listening and writing), Cloze/C-test (reading and writing), Dictation (listening and writing), Reading a text and present it (reading and speaking), Writing a text and present it (reading and speaking), Outlining a reading text (reading and writing)	• Offer authentic or real-like tasks to promote communicative testing. • Avoid offering tasks beyond students' current intellectual and cognitive maturity. • Provide samples to trigger task completion via linguistic performance.
Alternative Assessment	Portfolio Assessment, Project Assessment, Performance Assessment, Creative Drama Tasks, Class Newspaper/Social Media Projects, Journal Performance, etc.	• Determine initially the content, criteria for task inclusion, describe criteria for grading and the analytic rubric carefully, and present those aspects to the students before the application. Make sure students understand and accept the rules of application. • Encourage the inclusion of all language skills in portfolio content with equal weight and value. • Note that portfolio assessment procedure would be incomplete and thus useless without feedback and reflection.

* Please note that the testing techniques offered in the table are merely suggestions; different testing techniques that comply with the communicative testing philosophy may be exploited by the teachers, course book authors and material developers.

STRUCTURE OF THE CURRICULUM

In framing the new curricular model for English, no single teaching methodology has been designated. Instead, an action-oriented approach grounded in current educational research and international teaching standards has been adopted, taking into account the three descriptors of the CEFR comprising learner autonomy, self-assessment, and appreciation for cultural diversity (CoE, 2001). In doing so, it is expected that learners will become confident and proficient users of English, developing appreciation for their own unique culture while learning to understand and value a broad spectrum of international languages and cultures in accordance with CEFR's.

Instructional design: The curricular model is divided into 3 learning stages with respect to the language uses, functions and learning materials that are introduced. At the earliest levels, comprising grades 2 through 4, the main emphasis is on listening and speaking. Reading, writing, and grammatical structures are not a focus at this stage, in line with research indicating that younger children learn languages best through songs, games, and hands-on activities (Cameron, 2001). Thus, reading and writing tasks at the lower grade levels are limited. At the earliest stages, learners are introduced to English through cognates; these are believed to provide a bridge between languages, helping learners to transition from the known to the unknown using terms that are easily recognizable (Rodriguez, 2001). This concept is supported by Krashen's (1988) argument that language input must be interesting, relevant and comprehensible to stimulate comprehension. In the 5th and 6th grades, as students continue to develop their language skills, exposure to short texts is introduced. At the same time, these learners may participate in controlled writing activities such as filling out a club membership registration card with their name, date of birth, address, and other concrete, factual information. In the 7th and 8th grades, older students who have formed the necessary foundation for an understanding of literacy issues will then be exposed to reading and writing as an integral aspect of language learning, such as reading simple texts or writing short, simple stories about their friends (Bayyurt & Alptekin, 2000). This approach follows Cummins' (1984) model, which advocates a progression from cognitively undemanding, context-embedded activities to cognitively demanding, context-embedded tasks, moving from familiar to unfamiliar concepts in building language and literacy skills.

Accordingly, the learning materials and language functions to be taught have been selected to reflect the types of activities appropriate to each learning phase. At stages 1 and 2, comprising the 2nd - 4th and the 5th - 6th grades, similar materials types and language functions are given; these are expected to be adapted to suit the activities specified for each level. At stage 3, additional materials and functions are used along with those applied at stages 1 and 2. This design will permit classroom teachers to choose from the learning applications they feel are best suited to the specific needs of their students.

As noted by Larsen-Freeman and Anderson (2011), attention to the formal aspects of language is an essential element in the construction of meaning; therefore, it is necessary to consider these in the context of communicative language learning. However, in accordance with Cameron's (2001) contention that children's grammatical knowledge of a language emerges naturally through "the space between words and discourse" (p. 18), the structural features of English are handled implicitly as learners/users develop communicative skills, rather than addressed as a separate issue.

Instructional materials: For each grade level, a series of 10 sample units is provided, structured around interrelated themes. The use of thematic units is supported by Hale and Cunningham (2011), who point out that this approach allows educators to present new information in a manner that is both relevant and interesting to learners, encouraging them to build on existing knowledge while at the same time revisiting earlier material in as a means of supporting retention. In order to create a link between language learning and daily life, the themes for each unit have been chosen to reflect ideas and issues that are familiar to young students; therefore, themes such as family, friends, animals, holidays, leisure activities and so on are highlighted. In consideration of the CEFR's emphasis on developing intercultural competence and appreciation for cultural diversity (CoE, 2001), cultural issues are also addressed. Elements of both the target culture and international cultures are presented in a positive and non-threatening manner (Elyıldırım & Ashton-Hayes, 2006) in keeping with the themes of each unit, at the same time stressing the value of home culture in order to avoid the formation of negative attitudes.

Materials developers are encouraged to follow this model in the design of integrated resources that can be tailored to meet the needs of students in a diverse range of contexts with respect to school type, sociocultural outlook and economic status, thus allowing classroom teachers greater discretion in the selection of appropriate activities and learning materials (Trujillo, Torrecillas, & Salvadores, 2004). On the other hand, although previous English language curricula have been designed according to the principles of communicative language teaching, conventional textbooks have often allowed for too much flexibility in classroom application. As a result,

there has been a tendency among some teachers to repurpose the tasks that are presented, frequently de-emphasizing their communicative aspect. For instance, instead of teaching an interactive question-and-answer song, a teacher might adapt it as a listen-and-fill-the-blanks activity. To address this issue, teacher resource packs, which may consist of lesson plans, printed handouts, flashcards, audio-visual materials and so on, will be considered besides textbooks, particularly at the 2nd, 3rd and 4th grade levels. These packages may be adapted according to a particular teaching context, thus supporting classroom instructors in meeting the needs of their students while at the same time maintaining compliance with the objectives of the newly established curricular model.

A suggested model: It is often the case that, in spite of careful planning, a curricular model differs in many respects from the one that is put into practice; numerous external factors may affect its application, including school administrators, facilities, classroom resources and materials, teachers, class size, parents, and the students themselves. Therefore, the ultimate success of this program requires the external support, careful planning and committed partnership of all involved. It is also important to note that such models are broad frames that addresses millions of students and thousands of teachers in Turkey's case. Therefore, a fine-tuned English education is not only based on a generic model of English curriculum, but rather to a careful planning, getting familiar with the characteristics of the school district and the demography so that the administrators and teachers could be able to identify the needs, expectations and possible readiness level of the students.
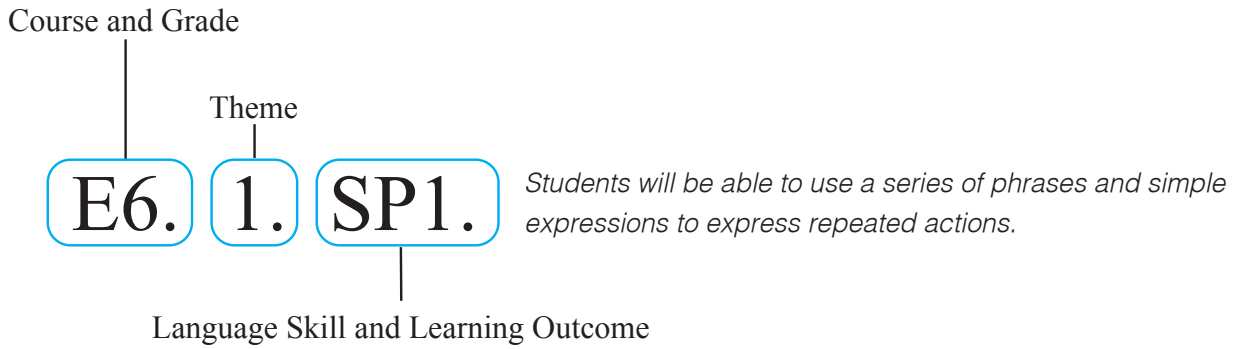
Model English Language Curriculum (For 2nd – 8th Grades)

Levels [CEFR*] (Hours / Week)	Grades	Skill focus	Main activities/Strategies
1 [A1] (2)	2	Listening and Speaking	TPR/Arts and crafts/Drama
	3	Listening and Speaking Very Limited Reading and Writing°	
	4	Listening and Speaking Very Limited Reading and Writing°	
2 [A1] (3)	5	Listening and Speaking Limited Reading° Very Limited Writing°	Drama/Role-play
	6	Listening and Speaking Limited Reading° Limited Writing°	
3 [A2] (4)	7	**Primary:** Listening and Speaking **Secondary:** Reading and Writing	Theme-based ∞
	8	**Primary:** Listening and Speaking **Secondary:** Reading and Writing	

° Any skill marked as very limited refers to short and simple oral/written texts and materials. For instance, in the 2nd through the 4th grades, the focus is primarily on developing listening and speaking skills, as supported by Cameron's (2001) assertion that "for young learners, spoken language is the medium through which the new language is encountered, understood, practiced and learnt" (p. 18). Therefore, activities involving reading and writing are limited to the word level (e.g., learners see a picture of a cat and write the word "cat" underneath). On the other hand, skills marked as limited are used for no more than 25 words at a time for the grade level indicated; accordingly, at the 5th and 6th grade levels, as students continue to develop their language skills, exposure to reading is upgraded to the sentence level. In the 7th and 8th grades, older students who have formed the necessary foundation for an understanding of literacy issues will then be exposed to reading and writing as an integral aspect of language learning.

∞ Theme-based instruction is characterized by the following: a highly contextualized language learning environment; language usage and lexis centered around the topic; and skills and activities integrated by the theme selected, with the topic of instruction (e.g., scientists, geography, responsibilities at home, etc.) serving as a connecting thread and targeting meaningful, situation-based learning.

All of the foreign language skills [Reading (R), Listening (L), Speaking (S[1]), and Writing (W)] were addressed throughout the new program for English language, yet little emphasis is given to reading and writing in the second and third grades. The learning outcomes specified within the program were coded with regard to the course name, grade, unit title/theme number, language skill and the number of the learning outcomes. Language skills were also coded to pinpoint the place of a given objective throughout the syllabus. These codes were then assigned to each learning outcome, as follows:

Course and Grade

Theme

E6. 1. SP1.

Students will be able to use a series of phrases and simple expressions to express repeated actions.

Language Skill and Learning Outcome

The functions and the useful language, language skills and learning outcomes as well as suggested materials/tasks/contexts/assignments were presented in three different consecutive columns in the syllabus. Below are provided the definitions for each of those titles:

1. Functions and Useful Language: The functions refer to the communicative role(s) of a given form in a context of situation. The present syllabus is structured in terms of communicative functions and specific useful language units with which functions are associated to offer a linguistic repertoire throughout a continuum of a language proficiency depicted in and for each grade. Thereby, teachers and material designers should be informed that the functions and associated useful language are hierarchical in nature; that is to say, the functions and useful language units are built on one another and constructed in a cyclical way.

2. Language Skills and Learning Outcomes: The second column comprises language skills that are presented as specific subskills and/or strategies. Those subskills and strategies are associated with the functions and useful language in terms of theme, context and task requirements. Hence, it is important to accentuate that each objective specified in learning outcomes can be fulfilled merely by addressing the language functions and their linguistic realizations.

3. Suggested Contexts, Tasks and Assignments: This column presents suggested contexts, tasks and assignments to help students achieve a success in practicing the input and language skills in the preceding columns. It is highly recommended that teachers and material developers exploit those suggestions to provide students with a wide range of learning repertoire addressing different learning styles and strategies.

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[1] *Speaking skill was identified as Spoken Interaction (SI) and Spoken Production (SP) in the 6th, 7th and 8th Grade programs.*

IMPORTANT ISSUES FOR THE APPLICATION OF THE PROGRAM

Our language learning environment is characterized by the following communicative features:

• Communication is carried out in English as much as possible.

• Communication is focused on the creation of real meaning.

• Students listen and speak just as they would in a target language community.

• Students use their developing English skills in every aspect of learning.

• Students are continuously exposed to English through audio and visual materials.

• Enjoyment of language learning is fostered through activities such as arts and crafts, TPR, and drama.

• Students are taught to value their mother tongue and feel validated in using it as needed while they move forward on their journey in English.

• L1 (first language) usage is not prohibited or discouraged, but it should be employed only as necessary (i.e., for giving complex instructions or explaining difficult concepts).

• Students are supported and guided by smiling teachers who "understand" what they are saying.

• Teachers are present in the classroom mainly for communicating in English (and, if necessary, in Turkish).

• The focus of learning is on deepening communication, rather than on completing curricular items within a given period of time.

• Errors are not addressed during communication, so as not to disrupt the flow; problem areas are noted by the teacher and addressed at a later time through practice and reinforcement.

• Students frequently encounter materials that have previously been covered in order to reinforce what they already know.

• Students develop high motivation for learning by completing challenging, yet achievable activities.

• Students produce materials to share with the rest of the school and the outside world.

• Parents are encouraged to be part of the process and are kept up-to-date on their child's learning through parent-child meetings.

• Students develop communicative skills in English by "doing things with the language" rather than by "learning about the language".

• Course book authors and material developers are expected to address values and key competences depicted in the program by making effective context choices.

• Course book authors and material developers are expected to include values and key competences depicted in the program implicitly in course materials.

2nd AND 3rd GRADE ENGLISH PROGRAM - SUGGESTIONS FOR PRACTICE

• Go from the familiar to the unfamiliar. Use cognates as a starting point (e.g., doctor, zebra, gorilla). Use media, cultural artifacts and people as much as possible to contextualize the lessons and to keep students' interest alive.

• Remind children that learning English language is easy and enjoyable.

• Do not correct students' errors on the spot. Note down the language issues that cause confusion, and then practice them as much as possible.

• In 2nd Grade curriculum, vocabulary and structures are kept at least level. There are two basic reasons. The first one is increasing motivation and interest of students to English Language by endearing with the activities done with them. The second one is giving more importance to interaction instead of content thus the activities in the lessons will be enjoyable and instructional. Interact with students through question-answer and repetition techniques.

• The curriculum should be viewed and practiced as a spiral entity. Remind students' earlier learning and use previous activities, songs and vocabulary to support retention.

• Suggest students frequently that they sing the songs they learn at school. Recommend the parents to encourage and appreciate their children.

• Use "headlines" when you speak, especially at lower grade levels. A headline is using the most expressive word in a chunk (especially with a rising or falling intonation) to get the message across. Examples:

Are you thirsty? "Water?" / Are you having fun "Fun?"

Take out your crayons. "Your crayons!" / It's easy, isn't it? "Easy, huh?"

• Students should not have notebooks at the 2nd and 3rd grade levels, as the focus is on listening and speaking only. Do not give them the lyrics of the songs you are singing as reading material. They should pick the words up from the song and from you.

• Reading aloud is an interesting activity for this age group. Use drama and gestures as you read. Change your voice as appropriate, especially to voice a different character.

• Units are not discrete. You can always move between and among the units. Integrate bits and pieces as much as you like so as to make the communication run smoothly.

• Note the importance of differences between home and target culture, and be pedagogically correct. For instance, do not create negative models for students, as is the case with the teaching of elements such as food items in many materials. Refrain from giving examples such as children looking at fruits and vegetables and saying "yuck!".

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SUGGESTED CONTEXTS AND TASKS/ACTIVITIES

Contexts	Tasks/Activities

Contexts

Advertisements
Biographical Texts
Blogs
Brochures
Captions
Cards
Cartoons
Catalogues
Chants and Songs
Charts
Conversations
Diaries/Journal Entries
Dictionaries
E-mails
Fables
Fairy Tales
Formal Letters
Humorous encounters
Illustrations
Instructions
Jokes
Lists
Maps
Menus
News reports
Notes, Memos, and Messages
Notices
Personal Letters
Phone Conversations
Picture Dictionaries
Picture Strip Stories
Plays
Podcasts
Poems
Postcards
Posters
Probes/Realia
Questionnaires and Surveys
Radio Recordings
Recipes
Reports
Rhymes
Signs
Songs
Stories
Tables
Tongue Twisters
TV Programs/News
Videos
Weather Reports
Websites

Tasks/Activities

Arts and Crafts
Chants and Songs
Competitions
Drama
    Role Play
    Simulation
    Pantomime
Drawing and Coloring
Find Someone Who …
Games
Guessing
Information Transfer
Information/Opinion Gap
Labeling
Making Puppets
Matching
Question and Answers
Reordering
Storytelling
Synonyms and Antonyms
True/False/No information

SAMPLE COMMUNICATIVE FUNCTIONS AND USEFUL LANGUAGE

Useful language part offered in the table are suggestions ONLY; different fixed expressions or cliches that comply with the communicative functions may be exploited by the teacher, course book authors and material developers.

Communicative Functions	Suggested Useful Language
Apologizing	Sorry. I'm (so/very/terribly) sorry. Ever so sorry. Pardon me. That's my fault. Sorry. It was all my fault. I apologize. I'm sorry. I'm sorry but... It's my bad. Sorry about that. Oh, my bad. My mistake. I had that wrong. I was wrong on that. My apologies. Sorry, my apologies. I'd like to apologize. I want to apologize. I owe you an apology. I hope you can forgive me. That was wrong of me. I take full responsibility.
Accepting and Refusing	Would you like some cake? — Yes, please. — No, thank you — Sure. Thanks — I'd better not. Thanks anyway. — Okay. Thank you — No, but thanks for offering. — Thank you, yes I would. — I'd love some, thank you. — Yes, I would. Thank you for offering. Would you like to go to the movie? — Okay. Sounds good. — No, I'd rather not. — Sure, I'd love to. — I'm sorry, but I can't. — Yeah. Good idea — No, but thanks for inviting me. — Sure. — For sure. — Yes, that sounds like fun. Thank you for inviting. — I'm sorry, but I can't make it. How about some more pie? Want any pie? — All right. Thanks — Yes, I'll have some, thanks — No, thanks — No, but thanks for asking. — Looks good. Thanks — I'm really full, Thanks anyway. — Looks delicious, but I'll have to pass. How about going skiing this weekend? — Great. What time? — Sorry. I'm busy this weekend.

Communicative Functions	Suggested Useful Language

	— Sounds like fun.
	 — I don't think I can.
	 — How about some other time?
	 — Well, sorry but ,..
	 Do you want to come to my party tomorrow?
	 Want to come to my party?
	     — Sure, thanks for the invite.
	     — Sounds great! What time should I be there?
	     — I'll be there!
	     — Thanks for asking but I'm busy.
	     — Sorry, I can't make it.
	 Are you free tomorrow evening? I'm hosting a party.
	     — Yes, I would love to attend your party. Thank you for the invitation.
	     — Yes, that sounds like fun, thank you for inviting me.
	     — I'm sorry but I can't make it.
	     — I can't attend, but thank you for the invitation.

Asking and giving directions	Could you tell me how to go/get to Istanbul?
	 How can I go/get to Istanbul?
	     — You (can) go by plane/train/boat/bus/...
	     — You (can) take a/the plane/train/boat/bus/…

Asking for permission	Can (May) I open the window? May I have a word? May I share my opinion? Would it be OK if I open(ed) the window? Would it be all right if I open(ed) the window? Do you think I could ….? Do you mind if I ….? Is it OK if I ….? Are we allowed to …..?
Asking personal questions	When was your birthday? When were you born? Where were you born?

Describing characters/people	What does s/he look like?
	     — She is young and good-looking. She is twenty-five years old.
	     — She is young and good-looking, with dark eyes and long red hair.
	     — He is tall and thin, with brown hair. He is twenty-five years old.
	     — She is average height, dark-haired, quite thin, and wears glasses.
	     — She's about fifty.
	     — He is old, short, medium-build, with gray hair and a beard.
	     — She has dark eyes, wavy blond hair, and a nice figure. She looks great.
	     — He is a handsome middle-aged man. She is a pretty young girl.
	 How do I look?
	     — You look good/great/nice.
	     — You look good. You look great. You look nice.
	     — You look terrible. You look awful.
	 What is s/he like?
	     — He is friendly and dependable. He is interesting and amusing.
	     — He is smart and honest. He also has a good sense of humor. I like him.
	     — She is careless and lazy. You can't depend on her.
	     — She is serious, organized, hard-working, and tough.
	     — He is old, sick, and lonely. She is a nice clever girl.
	     — His character is terrible. He is hostile and bad-tempered. He doesn't have many friends.

Communicative Functions	Suggested Useful Language
	— She is knowledgeable and broad-minded, and she likes to help young people. What does s/he like? — He likes ice cream and chocolate. She likes apples and oranges. — She likes modern music. He likes old movies and classical music. — She likes to read. He likes to play with his dog. What are you interested in? — I'm interested in medicine. He is interested in politics. She is interested in history. — I'm interested in sports. I'm into computers. I'm a movie fan. I like rock music.
Describing general events and repeated actions	Children dance and sing on Children's Day in Turkey. Chinese wear colorful clothes in Chinese New Year.
Describing places	My city is big. It is beautiful /marvelous/ crowded/ modern/ magnificent/ stunning/ historic/industrial.
Describing sizes and shapes	It is round/circle/square /triangle/rectangle/curved/curvy/flat/geometric/ round /straight /three-dimensional
Describing the weather	It is sunny. The weather is cloudy today. The weather is nice today. The weather is good today. The weather is awful today. Nice weather, isn't it? Terrible weather, isn't it? It's a nice day, isn't it? It's warm today. It's hot today. It's cold today. It is cold and windy. It's humid. It's hot and humid. It's cloudy, but there's no rain. It's raining. It's raining hard. It's snowing. It's snowing hard. I wish it would stop raining.
Describing what people do and expressing what people like	What does s/he do? What does s/he like? — She's a teacher, and she likes teaching children. What is your job? — I'm a doctor. I work at a hospital. — I'm a farmer. I like animals and I work on a farm.
Describing what people/ animals are doing now	What is/are ...doing? — The cat is climbing the tree. — The boy is feeding the birds. — The vet is examining the rabbit. — The puppies are playing.
Describing what people do regularly	I brush my teeth every morning. / I play with my friends everyday. I wake up at 7.00 o'clock. I get up at 7.15. I wash my hands/face. I go to school. I listen to music.
Expressing concern and sympathy	I am sorry to hear that. I'm sorry to hear about …….. Please accept my condolences. That's so sad. I hope things get better soon. I hope you feel better soon.

Communicative Functions	Suggested Useful Language
Expressing ability and inability	I can run, but I can't fly. I can't help you. I am busy. I'm unable to help you. I can stand on my head for five minutes. Can you speak Arabic? -Yes, I can. You can do much better, I'm sure. He can speak English fluently. She cannot do it without help. He can't speak French very well. I'm sorry; I won't be able to help you. I couldn't answer his questions. He's incapable of behaving badly to anyone. She's incapable of hard work. He's unable to help her. I tried to move it, but I couldn't. I've never been any good at repairing things.
Expressing and responding to thanks	Thank you very much. You're welcome. Not at all. Don't mention it. (It's) my pleasure. It was nothing. That's alright/OK. No problem. Any time. It was very kind of you I appreciate your help You've been very helpful Thanks anyway Thank you for …. Appreciate it! Sure No sweat. Don't worry about it. It's the least I could do I can't thank you enough I owe you big time Thanks a million! Think nothing of it I'm glad I could help It's no bother I thank you from the bottom of my heart.
Expressing basic needs	I want some water. / I need some water. I'm hungry. I'm thirsty. A coffee would be nice. I could do with a coffee I'd love a cup of coffee. I'm dying for a coffee. I could kill for a cup of coffee. I feel like a cup of coffee. A coffee would go down well now. I really need a cup of coffee. A coffee would really hit the spot.

Communicative Functions	Suggested Useful Language
Expressing illnesses, needs and feelings	I feel cold. I have the flu. I have a fever. I have toothache/headache/stomachache. He feels cold and tired. He needs pills.
Expressing likes and dislikes	I like ice cream. / I don't like coffee. I love.......... I really like ..... I like .... I don't really like .... I don't like..... I don't like.....very much. I hate .... I dislike I'm crazy about… I'm mad about…. I enjoy… I'm keen on... I'm fond of…. I don't really like classical music. Classical music is not very me. Classical music is not my style. Classical music doesn't do anything for me. Classical music is not my thing. I'm not into classical music. I'm not much of a classical music fan. I never listen to classical music. I dislike classical music. I can't bear classical music. I can't stand classical music.
Expressing obligation	I must help my mom. I must attend classes regularly. I have to help my mom.
Giving explanation and reasons	I went to Ankara to see my grandparents. Can you tell me why….? What does that mean? What's the meaning of that word? Does that mean yes or no? I'm afraid I don't understand. Could you explain the first part please? I see/ I understand. Thank you, I see now. I still don't see/understand. I'm afraid I still don't understand/follow. I mean this... I'm trying to say this... What I mean is this… Do you understand? Is that the right word? Am I making myself clear? I'll be out on Friday. In other words, on Friday I won't be here. That was because we were late.

Communicative Functions	Suggested Useful Language
	It's to prevent people from parking here. The reason for this is money. It's caused by the hot weather. Why did he do that? What's the reason for this? Can you explain this?
Giving simple directions	Open the window. Turn off the radio. Don't make noise.

Greeting, saluting, and meeting people	Hello. / Hi.
	Good morning.
	Good afternoon.
	Good evening.
	Good night.
	Good to see you!
	Nice to see you!
	Nice to have you here!
	Hello, ... (name)
	Nice to meet you. (informal)
	Pleased to meet you.
	How do you do? (formal)
	Nice to see you.
	Nice to see you again.
	Nice meeting you.
	My pleasure.
	Me, too.
	Say
	    Good bye.
	    Bye. / See you.
	    OK, see you later!
	    See you soon.
	    See you tomorrow.
	    See you next week.
	    Take (good) care!
	How are you?
	How are you today?
	    -Fine, thank you/thanks.
	Not too bad.
	Very well.
	I'm okay / all right.
	Not too well, actually.

Introducing People	What's your name? My name is ... I am ... My friends call me ... You can call me ... This is ... Meet ... Haven't we met (before)? -Yes, I think we have. -No, I don't think we have. -I think we've already met. -I don't think we've met (before).

Communicative Functions	Suggested Useful Language
Handling phone conversations	May I talk to Ayşe, please? Is Alex there? I will talk to you soon. Can I speak to ......? Can I ask who is speaking? I'll call you later. Leave a message. Hi Simon, it's Anna. Did you get my message? Can I speak to Rob, please? Hi, Jenny. Where are you? Thanks for getting back to me. Leave a message after the beep. What's your number? I'm returning your call.
Identifying countries and nationalities	I am Turkish./Ankara is in Turkey./China is in Asia. Where are you from? Where do you come from?
Making comparisons	A skyscraper is taller than a house. Which city is more beautiful? New York or Istanbul? Who is taller Jack/Mike?
Making simple inquiries	What is .... in English? Do you get up early? What do/does ....look like? What is/are .... like? Has/Have ....got ....?
Making simple requests	Would you close the door, please? Pardon me? Can you say that again, please? Say that again, please Can I use your computer, please? Could I borrow some money from you please? Do you mind if I …?

Making/accepting/refusing simple suggestions	Let's play!
	Let's have a break.
	Take a break.
	Let's go fishing.
	Let's go hiking!
	Let's get started.
	    -OK/That sounds great./That's a good idea.
	How about jogging?
	     -Sorry. I can't now. I must study.
	     -No. I am too tired.
	     -Well, sorry but I must…

Talking about daily routines	I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night.

Communicative Functions	Suggested Useful Language
Talking about locations of things, people, and countries	The bed is near the window. Where is Stella now? — She's in İzmir.
Talking about nature and animals	This/That/It is a frog. It's big and green. Is the whale red? — Yes, it is. — No, it isn't. — This whale/It is blue.

2. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

İngilizce öğrenmeye yeni başlayan çocukların yabancı dil öğrenmeyi sevmeleri ve bir yabancı dili öğrenirken kendilerine güvenerek dil öğreniminin zevkli bir süreç olduğunu benimsemeleri önemlidir. 2. Sınıf İngilizce Öğretim Programı, bu gereksinim üzerine kurulmuş olup programın esas hedefi öğrencilerde yabancı dil öğrenme sevgisini oluşturmaktır. 2'nci sınıfın temaları renkler, sayılar, sınıfta kullanılan eşyalar, hayvanlar, meyveler, vücut ve evin eşyaları ile ilgili temel sözcükleri içermektedir. Öğrencilerin bu temel sözcükleri öğrenmesinde İngilizcenin ses bilgisiyle ilişki kurmaları hedeflenmektedir. Buna ilaveten selamlaşma, kendini tanıtma, eşyaları betimleme gibi temel günlük dil işlevleriyle öğrenilen sözcükleri kullanmaları amaçlanmaktadır. Bu amaç doğrultusunda öğrencilerin eğlenceli görsel ve işitsel araçlarla, zenginleştirilmiş oyun temelli etkinlikler aracılığıyla hedef dili öğrenmeleri beklenmektedir. Bağlam olarak öğrencilerin yakın çevrelerini oluşturan sınıf, lunapark, ev ve okul gibi ortam ve mekânlar seçilmiştir. Bu Program'da, öğrencilerin dinleme ve konuşma becerilerinin ağırlıklı olarak kullanıldığı iletişimsel öğrenme ve öğretme yöntemlerinin yanı sıra resimli sözlükler, şarkılar, masal ve çizgi film kahramanları, boyama ve kesme-yapıştırma gibi sanat ve oyun temelli etkinlikler yer almaktadır. Ayrıca on sözcüğü geçmeyen okuma ve yazma etkinlikleri, ders dışı faaliyetler olarak (ev ödevi, proje ve portfolyo çalışmaları vb.) kullanılmaktadır.

Temel Düzey Kullanıcı
Giriş veya Keşif Düzeyi (A1) Ortak Yeti Açıklamaları

Öğrenciler sıradan ve gündelik deyişlerle somut gereksinimleri karşılamayı hedefleyen son derece yalın ifadeleri anlayabilir ve kullanabilir. Kendini veya bir başkasını tanıtabilir ve karşısındaki kişiye basit sorular (örneğin oturduğu yer, ilişkileri, sahip olduğu şeyler vb.) sorabilir ve aynı türden sorulara yanıt verebilir. Eğer karşısındaki kişi yavaş ve kendisine yardımcı olacak biçimde konuşuyorsa öğrenci basit biçimde iletişim kurabilir.

2. SINIF / 2nd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 Words	**Telling people what we know** This's/That's a/an … … ambulance/balloon/cake, etc. ambulance (artist/aspirin) balloon cake (café/camp) doctor (dance) electrics (e-mail) football (film) gorilla (garage) hotel Internet judo kangaroo (kilo) lemon (laptop) microphone (market) note orchestra (office) picnic (passport/plastic) quiz radio (restaurant) sport (stop/stadium) television (train) university vanilla (video) wagon yoghurt zebra	**Listening** **E2.1.L1.** Students will be able to identify words that are common to both Turkish and English. **E2.1.L2.** Students will be able to match written letters with the sounds produced. **Speaking** **E2.1.S1.** Students will be able to use the correct word to identify certain objects, people or animals.	**Contexts** Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching **Assignments** • Students prepare a visual dictionary to show the words they know in English.

2. SINIF / 2nd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 **Friends**	**Asking someone's name** What's your name? —My name is John. —I'm John. —This is John. —John. **Greeting and meeting people** Hi! Hello! Good morning! Good afternoon! Good night! Good bye! Bye! How are you? —I'm fine. You? —I'm okay, thank you. How are you? Great, thanks.	**Listening** **E2.2.L1.** Students will be able to understand simple expressions about greeting and meeting someone. **E2.2.L2.** Students will be able to understand when someone introduces himself or herself. **Speaking** **E2.2.S1.** Students will be able to use everyday expressions for greeting and meeting someone. **E2.2.S2.** Students will be able to ask questions to learn someone's name. **E2.2 S3.** Students will be able to ask questions to find out how they are doing. **E2.2.S4.** Students will be able to introduce themselves in a simple way.	**Contexts** Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play,Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Reordering **Assignments** • Students prepare masks to represent imaginary characters and then meet others and introduce themselves. • Students prepare a poster to demonstrate how people greet each other.

2. SINIF / 2nd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 **In the Classroom**	**Expressing and responding to thanks** Thank you. Thanks. You are welcome. **Giving and responding to simple instructions** Open/Close the window/the door. Sit down. Stand up. Color the picture. Cut the paper. Draw a balloon. Paint the ball. **Making simple requests** Excuse me? I'm sorry. Excuse me. Say that again, please. **Giving simple directions** Turn ... ... left. ... right.	**Listening** **E2.3.L1.** Students will be able to understand instructions and follow short, simple directions. **Speaking** **E2.3.S1.** Students will be able to tell others how to do things in the classroom. **E2.3.S2.** Students will be able to ask for clarification by asking the speaker to repeat what has been said. **E2.3.S3.** Students will be able to express and respond to thanks.	**Contexts** Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items.

2. SINIF / 2nd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 **Numbers**	**Expressing quantity** How many ... are there? —four (pencils). —five (schoolbags). —seven (books). **Making simple inquiries** How old are you? —I am 7. —I am 7 years old. **Naming common objects** board, -s book, -s crayon, -s desk, -s notebook, -s paper pen, -s pencil, -s schoolbag, -s scissors table, -s **Naming numbers** Numbers from 1 to 10.	**Listening** **E2.4.L1.** Students will be able to identify and understand the names of some classroom objects. **E2.4.L2.** Students will be able to identify the numbers from 1 to 10. **Speaking** **E2.4.S1.** Students will be able to express the correct names of the classroom objects. **E2.4.S2.** Students will be able to express numbers from 1 to 10 and quantities of things.	**Contexts** Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● In pairs, students prepare a puzzle about numbers.

2. SINIF / 2ⁿᵈ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 Colors	**Expressing likes and dislikes** I like red and blue. I don't like brown. **Making simple inquiries** What color is it? —Green. —It's red. **Naming colors** black blue brown green orange pink purple red white yellow **Naming numbers** How many red crayons are there? —Three. —Three crayons.	**Listening** **E2.5.L1.** Students will be able to understand the names for colors of things. **Speaking** **E2.5.S1.** Students will be able to name the colors of things. **E2.5.S2.** Students will be able to talk about the colors they like. **E2.5.S3.** Students will be able to express numbers and quantities of things.	**Contexts** Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a color scale by cutting and pasting colored papers and then present it.

2. SINIF / 2nd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments

6
At the Playground
	Making simple inquiries
	Do you dance?
	—Yes!
	—Yes, I do.
	—No!
	—No, I don't.
	
	Making simple suggestions
	Let's …
	… dance.
	… jump/skip (rope).
	… play
	   chess
	   football/basketball/…
	hide and seek
	… run.
	… sing.
	… slide.
	… walk.
		Listening
		E2.6.L1. Students will be able to understand short, simple suggestions.
		
		Speaking
		E2.6.S1. Students will be able to make suggestions in a simple way.
		E2.6.S2. Students will be able to ask and answer simple questions.
			Contexts
			Advertisements
			Cartoons
			Illustrations
			Posters
			Probes/Realia
			Songs
			Videos
			
			Tasks/Activities
			Arts and Crafts
			Chants and Songs
			Drama (Role Play, Simulation, Pantomime)
			Drawing and Coloring
			Games
			Labeling
			Matching
			Making Puppets
			Questions and Answers
			
			Assignments
			● Students keep expanding their visual dictionary by including new vocabulary items.
			
			● In groups, students draw and name the actions they have learnt.

2. SINIF / 2ⁿᵈ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 **Body Parts**	**Making simple inquiries** What is this? —This is my finger. —It's my hand. —This is my mouth. —It's my nose. **Talking about possessions** My/your finger **Telling someone what to do** Open/close your eyes. Point to your head. Raise your hand(s). Show your knee. Touch your toes. ear, -s eye, -s finger, -s hand, -s head, -s knee, -s mouth, -s nose, -s	**Listening** **E2.7.L1.** Students will be able to understand the names of their body parts. **Speaking** **E2.7.S1.** Students will be able to tell the names of their body parts. **E2.7.S2.** Students will be able to give short, simple and oral instructions.	**Contexts** Advertisements Cartoons Illustrations Posters Probes/Realia Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers **Assignments** ● Students bring a photo or draw a picture to show/ write the names of the body parts.

2. SINIF / 2nd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
8 Pets	**Making simple inquiries** Where is the cat? The cat is… Where are the birds? The birds are… **Talking about locations of things** —The birds are … … in the tree. … on the car. —The cat is… …under the table. bird, -s cat, -s dog, -s fish rabbit, -s turtle, -s	**Listening** **E2.8.L1.** Students will be able to identify certain pet animals. **E2.8.L2.** Students will be able to follow short, simple and oral instructions about the names and locations of pet animals. **Speaking** **E2.8.S1.** Students will be able to say the names of certain pet animals. **E2.8.S2.** Students will be able to say where the animals are by pointing out them.	**Contexts** Advertisements Captions Cartoons Conversations Fables Illustrations Songs Stories Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students draw the pet animals they have learnt to prepare posters and then display them on the classroom walls.

2. SINIF / 2nd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Fruits 6	**Expressing likes and dislikes** —I like watermelon. —I don't like grapefruit. **Giving and responding to simple instructions** Touch the melon. Show the apples. —Sure. —Okay. —Of course. **Telling someone what to do** Cut the peach. Give the banana. Eat the grapes. Color the lemons. apple,-s banana, -s fruit, -s grapefruit, -s grape, -s melon, -s orange,-s peach, -es lemon, -s watermelon, -s	**Listening** **E2.9.L1.** Students will be able to recognize the names of fruits. **E2.9.L2.** Students will be able to follow short, simple and oral instructions. **Speaking** **E2.9.S1.** Students will be able to talk about the fruits they like. **E2.9.S2.** Students will be able to tell others to do things with fruits by pointing out them	**Contexts** Advertisements Conversations Coupons Fairy tales Illustrations Instructions Lists Menus Probes/Realia Songs Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making puppets Matching Questions and Answers **Assignments** ● Students draw a fruit basket with the fruits they like and name them. ● Students play a game "find someone who" by asking each other about the fruits they like and dislike.

2. SINIF / 2ⁿᵈ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 Animals	**Expressing abilities** I am a duck. I can swim. I am a horse. I can run. Monkeys can jump. Elephants can run. Fish can swim. Birds can fly. **Expressing likes and dislikes** I like donkeys. I don't like spiders. **Making simple inquiries** Can you jump? —Yes, I can. —I can jump. Can birds fly? —Yes. —Yes. Birds can fly. chicken, -s cow, -s donkey, -s duck, -s elephant, -s goat, -s horse, -s lion, -s monkey, -s snake, -s spider, -s	**Listening** **E2.10.L1.** Students will be able to recognize the names of certain animals. **E2.10.L2.** Students will be able to understand common expressions about abilities. **Speaking** **E2.10.S1.** Students will be able to talk about the animals they like/dislike. **E2.10.S2.** Students will be able to talk about abilities.	**Contexts** Advertisements Captions Cartoons Conversations Fables Illustrations Poems Posters Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers **Assignments** • Students complete and reflect on their visual dictionary by including new vocabulary items. • In groups, students prepare animal masks and color them.

3. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

3. Sınıf İngilizce Öğretim Programı, 2'nci sınıfta hedeflenen kazanımların üzerine kurulmuş olup, esas hedefi 2. Sınıf Öğretim Programı'nda yer alan konuların genişletilerek öğrencilerin İngilizceyi sınıf içi ve dışındaki ortamlarda kullanmalarını sağlamaktır. 3'üncü sınıfın kazanımlarını gerçekleştirmek için kullanılan temalar selamlaşma, aile ve akrabalık ilişkileri, duygular, oyunlar ve oyuncaklar, evin bölümleri, yaşanılan şehir, taşıtlar, hava durumu ve doğa olarak belirlenmiştir. Bu temalar aracılığıyla öğrencilerin günlük yaşamlarında önemli olan nesne, mekân ve varlıklarla ilgili temel sözcükleri İngilizcenin ses bilgisiyle ilişki kurarak öğrenmeleri hedeflenmiştir. Ayrıca öğrencilerin temel işlevleri yerine getirebilmek için eğlenceli görsel, işitsel ve görsel-işitsel araçlar, zenginleştirilmiş oyun temelli etkinlikler aracılığıyla hedef dili kullanmaları planlanmıştır. Öğrencilerin dinleme ve konuşma becerilerini ağırlıklı olarak kullandığı iletişimsel bir yaklaşım benimsenmiştir. Bu iletişimsel yöntemler Program'a resimli sözlükleri kullanma, şarkı söyleme, boyama ve kesme yapıştırma gibi oyun temelli etkinliklerle yansıtılmıştır. Ayrıca öğrencilerin hazırladıkları projeler ve ders dışı kısa, basit okuma-yazma etkinlikleriyle öğrendikleri dili üretim odaklı olarak kullanmaları amaçlanmıştır.

Temel Düzey Kullanıcı
Giriş veya Keşif Düzeyi (A1) Ortak Yeti Açıklamaları

Öğrenciler sıradan ve gündelik deyişlerle somut gereksinimleri karşılamayı hedefleyen son derece yalın ifadeleri anlayabilir ve kullanabilir. Kendini veya bir başkasını tanıtabilir ve karşısındaki kişiye basit sorular (örneğin oturduğu yer, ilişkileri, sahip olduğu şeyler vb.) sorabilir ve aynı türden sorulara yanıt verebilir. Eğer karşısındaki kişi yavaş ve kendisine yardımcı olacak biçimde konuşuyorsa öğrenci basit biçimde iletişim kurabilir.

3. SINIF / 3rd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 Greeting	**Greeting and saluting** Hi! Hello! Good evening! Good night! Good bye! Bye! Have a good/nice… …day. …weekend. See you (soon). Take care. **Introducing oneself** My name is/This is… I am … … Emine/Mehmet. … a student. … eight years old. Spell your name, please. — B-u-r-c-u. Introduction to Alphabet **Naming numbers** Numbers from 1 to 20.	**Listening** **E3.1.L1.** Students will be able to recognize the basic expressions of greeting and saluting. **E3.1.L2.** Students will be able to recognize the alphabet. **E3.1.L3.** Students will be able to recognize the numbers from 1 to 20. **Speaking** **E3.1.S1.** Students will be able to greet each other in a simple way. **E3.1.S2.** Students will be able to introduce themselves in a simple way. **E3.1.S3.** Students will be able to spell their names. **E3.1.S4.** Students will be able to say the numbers from 1 to 20.	**Contexts** Captions Cartoons Conversations Illustrations Rhymes Signs Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Making puppets Questions and Answers Reordering **Assignments** • Students prepare a visual dictionary to show the words they know in English.

3. SINIF / 3rd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 **My family**	**Asking about and introducing family members** Who is s/he? — S/he's my … Who is this/that? — This/that is my … aunt, -s brother, -s cousin, -s daughter, -s family father, -s grandfather, s grandmother, -s mother, -s sister , -s son , -s uncle, -s	**Listening** **E3.2.L1.** Students will be able to recognize kinship terms (names for family members). **E3.2.L2.** Students will be able to follow short, simple and oral instructions. **Speaking** **E3.2.S1.** Students will be able to ask about and state the relationships of their family members. **E3.2.S2.** Students will be able to introduce their family members in a simple way.	**Contexts** Captions Cartoons Conversations Illustrations Rhymes Signs Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Making Puppets Matching Questions and Answers **Assignments** ● Students bring in family photos or draw the pictures of their family members. Then they prepare a poster to introduce their family members.

3. SINIF / 3ʳᵈ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 People I love	**Describing characters/people** Are you young? — Yes, I am. — No, I am not. Is s/he strong? — Yes, s/he is. — No, s/he isn't. **Expressing ability and inability** Can s/he run fast? — Yes, s/he can. — No, s/he can't. big/small fast/slow fat/slim old/young strong/weak tall/short	**Listening** **E3.3.L1.** Students will be able to recognize the physical qualities of individuals. **E3.3.L2.** Students will be able to follow short, simple and oral instructions. **Speaking** **E3.3.S1.** Students will be able to talk about physical qualities of individuals. **E3.3.S2.** Students will be able to talk about abilities.	**Contexts** Cartoons Conversations Illustrations Lists Podcasts Posters Songs Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Matching Making puppets Questions and Answers Reordering **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to show/write what super heroes can and/or cannot do.

3. SINIF / 3rd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 Feelings	**Expressing feelings** I am happy. I feel good. **Making simple suggestions** Let's… … cook … dance … drink … eat … go … play … read … run … swim … sleep … study … walk … watch angry energetic/tired good/bad happy/unhappy hungry okay sad surprised thirsty	**Listening** **E3.4.L1.** Students will be able to recognize the names of emotions/feelings. **E3.4.L2.** Students will be able to recognize simple suggestions. **Speaking** **E3.4.S1.** Students will be able to talk about personal emotions/feelings. **E3.4.S2.** Students will be able to make simple suggestions.	**Contexts** Captions Cartoons Conversations Illustrations Podcasts Poems Posters Signs Songs Stories Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Matching Making Puppets Questions and Answers **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students prepare posters to display different state of feelings and hang the posters on the classroom walls.

3. SINIF / 3ʳᵈ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 Toys and Games	**Expressing quantity** How many kites are there? — Three. — There are three balls. **Naming colors** My ball is green. It's a yellow kite. **Talking about possessions** Have you got a teddy bear? — Yes, I have. — No, I have not. — Yes. I have got a teddy bear. ball, -s block, -s button, -s chess computer game, -s playing card, -s doll, -s kite, -s teddy bear, -s toy, -s	**Listening** **E3.5.L1.** Students will be able to recognize the names of toys. **E3.5.L2.** Students will be able to follow short and simple dialogues about possessions. **Speaking** **E3.5.S1.** Students will be able to talk about the quantity of things. **E3.5.S2.** Students will be able to tell the colors and quantity of the toys they have.	**Contexts** Advertisements Charts Conversations Coupons Fairy tales Illustrations Instructions Lists Poems Posters Probes/Realia Songs Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students bring their favorite toys to classroom and introduce them to their friends in English.

3. SINIF / 3ʳᵈ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
My House **9**	**Describing sizes and shapes** Is it big? — Yes, it is. — No. It is small. Is it round? — Yes, it is. — No. It is square. **Talking about locations of things** Where is …? — It's in the bathroom. — It's on the bed. — It's under the table. — It's over here/ over there. — It's right here/ right there. **Talking about possessions** Has s/he got shampoo in the bathroom? — Yes, s/he has. — No, s/he has not. — Yes. S/he has got shampoo. bathroom bedroom garage house/home kitchen living room playroom bed, -s chair, -s cup, -s kettle, -s shampoo/soap sofa, -s	**Listening** **E3.6.L1.** Students will be able to recognize the characteristics of shapes. **E3.6.L2.** Students will be able to recognize the names of the parts of a house. **E3.6.L3.** Students will be able to follow short, simple and oral instructions about size and shapes. **Speaking** **E3.6.S1.** Students will be able to talk about the shapes of things. **E3.6.S2.** Students will be able to ask about and say the parts of a house. **E3.6.S3.** Students will be able to ask about and tell the location of things in a house. **E3.6.S4.** Students will be able to talk about possessions.	**Contexts** Advertisements Conversations Illustrations Posters Probes/Realia Songs Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers **Assignments** ● Students prepare a model house and describe it to their friends. ● Students bring in advertisement cutouts and describe the rooms to their peers.

3. SINIF / 3rd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 **In My City**	**Apologizing** Sorry. So sorry. Sorry about that. I'm sorry. I'm so sorry. **Talking about locations of things and people (Making simple inquiries)** Where are you now? — At the museum. — In the classroom. Where is the zoo/park? — Over there. — I'm sorry. I don't know. Where is Stella now? — She's in İzmir. Where is the cat? — In the park. bank city/town/village hospital library market mosque museum school shopping center zoo	**Listening** **E3.7.L1.** Students will be able to recognize the types of buildings and parts of a city. **E3.7.L2.** Students will be able to follow short, simple and oral instructions about the types of buildings and parts of a city. **Speaking** **E3.7.S1.** Students will be able to talk about where buildings and other places are on a city map. **E3.7.S2.** Students will be able to talk about where people are. **E3.7.S3.** Students will be able to express apologies.	**Contexts** Advertisements Illustrations Lists Maps Notes and Messages Notices Posters Signs Songs Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers **Assignments** ● Students prepare a map of their city/town/village and describe it in groups.

3. SINIF / 3rd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
8 Transportation	**Talking about locations of things (Making simple inquiries)** Where is the boat? — (It's) on the sea. — It's here/there. **Asking and giving information about transportation** How can I go/get to Istanbul? — You (can) go by plane/train/ boat/ bus/… — You (can) take a/the plane/ train/ boat/bus/… bike boat bus car helicopter motorcycle plane ship train	**Listening** **E3.8.L1.** Students will be able to recognize the types of vehicles. **E3.8.L2.** Students will be able to understand simple and short oral texts about transportation. **E3.8.L3.** Students will be able to follow short, simple and oral instructions about transportation. **Speaking** **E3.8.S1.** Students will be able to talk about where vehicles are. **E3.8.S2.** Students will be able to talk about the using of transportation vehicles.	**Contexts** Advertisements Captions Cartoons Conversations Illustrations Maps Signs Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students prepare a poster of transportation vehicles and hang them on the classroom walls.

3. SINIF / 3rd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Weather **9**	**Describing the weather** How is the weather? — It is rainy/snowy. Is it rainy in deserts? — No. It is hot and sunny. How is the weather in Ankara? — Ankara/It is cold/sunny, etc. — It is cold in Ankara. cold cloudy freezing hot nice rainy snowy sunny warm wet windy	**Listening** **E3.9.L1.** Students will be able to identify various weather conditions. **Speaking** **E3.9.S1.** Students will be able to talk about the weather conditions.	**Contexts** Advertisements Captions Cartoons Conversations Illustrations Maps Signs Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items.

3. SINIF / 3rd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 Nature	**Expressing likes and dislikes** I like/love dolphins, but I dislike sharks. **Making simple inquiries** Are there four dolphins? — Yes, there are four dolphins. — No. There is one dolphin. — There are four dolphins/ trees in the sea/forest. **Talking about nature and animals** This/That/It is a frog. It's big and green. Is the whale red? — Yes, it is. — No, it isn't. — This whale/It is blue. bee, -s bear, -s dolphin,-s forest, -s frog, -s ladybird,-s mountain, -s pigeon, -s sea shark, -s whale, -s	**Listening** **E3.10.L1.** Students will be able to recognize nature and the names of animals. **E3.10.L2.** Students will be able to follow short, simple and oral instructions about nature and animals. **Speaking** **E3.10.S1.** Students will be able to talk about nature and animals. **E3.10.S2.** Students will be able to talk about the animals they like or dislike and the nature.	**Contexts** Advertisements Blogs Captions Cartoons Conversations Illustrations Maps Signs Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Reordering **Assignments** ● Students complete and reflect on their visual dictionaries. ● In groups, students prepare animal masks and color them.

4. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

İlkokul İngilizce eğitiminde öncelikli amaç, çocukların İngilizce öğrenimine karşı olumlu tutum geliştirmelerini sağlamaktır. Bu nedenle 4'üncü sınıfta yapılması planlanan tüm etkinlikler çocukların ilgi alanlarına, sosyal, fiziksel ve zihinsel gelişimlerine uygun olarak tasarlanmıştır. Başardıkları her etkinlik yoluyla öğrencilerin özgüvenlerini, motivasyonlarını ve İngilizce öğrenmeye karşı olumlu tutumlarını artırmaları amaçlanmıştır. 4'üncü sınıfın kazanımlarını gerçekleştirmek için kullanılan temalar; yiyecekler ve içecekler, boş zaman etkinlikleri, günlük faaliyetler, meslekler, giysiler, fiziksel ve kişisel özellikler, ülkeler ve milliyetlerdir. Bu temalar aracılığıyla öğrencilerin ilgili temel sözcükleri doğru sesletimleriyle öğrenmeleri hedeflenmektedir. Ayrıca dil işlevleri olarak; izin istemek, rica etmek ve bunlara uygun şekilde cevap vermek, temel ihtiyaçlarını belirtmek, basit komutlar vermek, yapabildiklerini ve yapamadıklarını söylemek, rutin faaliyetlere ilişkin konuşmak, yapmaktan hoşlandığı ve hoşlanmadığı faaliyetlerden bahsetmek ele alınmıştır. Bu işlevleri gerçekleştirirken öğrencilerin daha önceden öğrendikleri sözcük ve yapıları, yeni öğrendikleriyle harmanlayarak kullanabilmeleri amaçlanmaktadır. 4.Sınıf Öğretim Programı ağırlıklı olarak konuşma ve dinleme becerilerine odaklı ve etkin dil kullanımına dayalı bir biçimde tasarlanmış olup aynı zamanda hedef yaş grubunun ilgi ve becerilerine uygun faaliyetler ile desteklenmiştir. Hedeflenen kazanımları gerçekleştirmek için tasarlanan etkinlikler özellikle dinleme ve konuşma becerisi odaklıdır. Program'da yer alan etkinlikler; oyunlar, şarkılar, canlandırmalar, boyama, kesme-yapıştırma ve resim etkinliklerinin kullanıldığı iletişim ve dil üretimini esas alan çalışmalardır. Dolayısıyla, etkinlik tasarımında görsel, işitsel ve görsel-işitsel materyaller kullanarak zenginleştirilmiş sınıf ortamlarının sağlanması planlanmıştır. Sınırlı okuma ve yazma etkinlikleri özellikle proje ve portfolyo çalışmalarında kullanılmıştır. Öğrencilerin, sınıf içinde öğrendiklerini sınıf dışındaki yaşantılarına aktarabilmelerine olanak sağlayan yapılandırmacı bir yaklaşım hedeflenmiştir. "Benden-evrene" ilkesi, bağlam kurgulamasında öncelikli rol oynamış, Program'ı oluşturan tema ve işlevler sarmal bir yapı ile tasarlanmıştır.

Temel Düzey Kullanıcı
Giriş veya Keşif Düzeyi (A1) Ortak Yeti Açıklamaları

Öğrenciler sıradan ve gündelik deyişlerle somut gereksinimleri karşılamayı hedefleyen son derece yalın ifadeleri anlayabilir ve kullanabilir. Kendini veya bir başkasını tanıtabilir ve karşısındaki kişiye basit sorular (örneğin oturduğu yer, ilişkileri, sahip olduğu şeyler vb.) sorabilir ve aynı türden sorulara yanıt verebilir. Eğer karşısındaki kişi yavaş ve kendisine yardımcı olacak biçimde konuşuyorsa öğrenci basit biçimde iletişim kurabilir.

4. SINIF / 4th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 **Classroom Rules**	**Asking for permission** Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now. **Making simple requests** Give me the book, please. — Sure/Of course. — Here you are. — Say that again, please., **Telling someone what to do** Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in. The pencil, please. **Naming numbers** Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off	**Listening** **E4.1.L1.** Students will be able to understand short and clear utterances about requests. **E4.1.L2.** Students will be able to understand short and clear utterances about permission. **E4.1.L3.** Students will be able to recognize simple classroom instructions. **E4.1.L4.** Students will be able to recognize numbers from one to fifty. **Speaking** **E4.1.S1.** Students will be able to interact with their classmates through asking for and giving permission in short utterances. **E4.1.S2.** Students will be able to make requests by using simple utterances. **E4.1.S3.** Students will be able to give and respond to simple instructions verbally. **E4.1.S4.** Students will be able to count up to fifty.	**Contexts** Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers **Assignments** ● Students prepare a visual dictionary by including new vocabulary items. ● Students prepare simple puppets and practise how to ask for and give permission. ● Students prepare a poster of classroom rules with a list of simple instructions and visuals.

4. SINIF / 4th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 Nationality	**Identifying countries and nationalities** Is s/he from Japan? — Maybe. Is s/he from Germany? — I think so. Where are you from? — I am from Turkey. Where is she from? — S/he is from France. Are you British? — No, I am not. Is s/he Russian? — Yes, s/he is. — No, s/he isn't. — I think so. **Talking about locations of cities (Making simple inquiries)** Where is Samsun? — It's in the north. Where is Antalya? — It's in the south. Where is Van? — It's in the east. Where is İzmir? — It's in the west. America/American Britain/British Germany/German France/French Japan/Japanese Russia/Russian Turkey/Turkish north/south/east/west	**Listening** **E4.2.L1.** Students will be able to recognize information about other people. **E4.2.L2.** Students will be able to identify different people's nationalities. **Speaking** **E4.2.S1.** Students will be able to talk about nations and nationalities. **E4.2.S2.** Students will be able to talk about locations of cities.	**Contexts** Captions Cartoons Charts Conversations Illustrations Instructions Lists Maps Postcards Posters Rhymes Songs Tables **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers Storytelling **Assignments** • Students prepare finger puppets (of different nationalities) and practise short dialogues about countries and nationalities.

4. SINIF / 4th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 **Cartoon Characters**	**Expressing ability and inability** Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can't. Can you speak English? —Yes, I can. S/he can ride a bike, but I cannot/can't. S/he can swim. I can read books in English. My hero can/can't ... Your cartoon character can/can't ... **Talking about possessions (Making simple inquiries)** This is her/his/my/your guitar. These are his/her/my/your books. Is this his/her/my/your ...? Are these his/her/my/your ...? carry catch climb a tree dive do puzzles drive jump fly play ... ... the guitar/the piano, etc. ride a horse speak take pictures	**Listening** **E4.3.L1.** Students will be able to get the main idea of a simple oral text about the abilities of the self and others. **E4.3.L2.** Students will be able to recognize possessions of others in a clear, short and slow oral text. **Speaking** **E4.3.S1.** Students will be able to talk about their own and others' possessions. **E4.3.S2.** Students will be able to deliver a simple, brief speech about abilities with an initial preparation.	**Contexts** Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching Making Puppets Questions and Answers Storytelling **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students make puppets of heros they prefer, describe their abilities and present them in groups.

4. SINIF / 4th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 **Free Time**	**Expressing likes and dislikes** I like reading/swimming. I dislike playing chess/ singing. **Making simple inquiries** Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don't. **Asking for clarification** Can you say that again, please? Pardon me? Say that again, please. Slowly, please. coloring book, -s drawing flying a kite playing ... ... with marbles ... chess ... table tennis ...football reading comics riding a bike watching cartoons swimming learning English	**Listening** **E4.4.L1.** Students will be able to understand the general information in an oral text about likes and dislikes. **Speaking** **E4.4.S1.** Students will be able to talk about their likes and dislikes. **E4.4.S2.** Students will be able to engage in simple conversations about likes and dislikes. **E4.4.S3.** Students will be able to ask for clarification in conversations.	**Contexts** Captions Cartoons Charts Conversations Illustrations Notices Posters Rhymes Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet Matching Questions and Answers **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students prepare a questionnaire (find someone who...) to find out what other peers like and dislike. ● Students prepare a chart illustrating their most popular free-time activities and hobbies in the classroom.

4. SINIF / 4th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 My Day	**Talking about daily routines** I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. **Making simple inquiries** What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home. **Telling the time and days** What time is it? days of the week at noon/night in the morning/afternoon —It's 7 o'clock/12 o'clock/3 o'clock. do homework get dressed go ... ... shopping ... to the playground ... to bed ... to school have ... ... a shower ... breakfast/lunch/dinner meet friends wake up wash	**Listening** **E4.5.L1.** Students will be able to understand the general and specific information in a short, oral text about daily routines. **E4.5.L2.** Students will be able to recognize the time in a short oral text. **Speaking** **E4.5.S1.** Students will be able to talk about their daily routines. **E4.5.S2.** Students will be able to talk about the time.	**Contexts** Advertisements Captions Cartoons Charts Conversations Fairy tales Illustrations Lists Notes and Messages Poems Postcards Posters Probes/Realia Rhymes Songs Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers Reordering Storytelling **Assignments** ● Students prepare a timetable showing what they do during the day and present their daily routines to their peers. ● Students prepare a clock as a craft activity to practice time and numbers.

4. SINIF / 4th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Fun with Science **6**	**Giving and responding to simple instructions** Plant it. Water it. Cut the paper. Don't cut it now! Fold it. Mix black and white, and you get gray. **Making simple inquiries** What is "science" in Turkish? What is "cover"? What is in the cup? **Talking about locations** Where is the brush? —It's in front of the bottle. —Behind the box. —Near that glass. box, -es brush, -es cover, -s cup, -s cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water	**Listening** **E4.6.L1.** Students will be able to understand and follow simple instructions. **E4.6.L2.** Students will be able to recognize phrases/descriptions about locations. **Speaking** **E4.6.S1.** Students will be able to give short and basic instructions. **E4.6.S2.** Students will be able to talk about locations of objects. **E4.6.S3.** Students will be able to ask and answer simple clarification questions.	**Contexts** Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Reordering **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students prepare a poster illustrating the steps of an experiment with simple instructions.

4. SINIF / 4th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 **Jobs**	**Describing what people do and expressing what people like** What is your job? —I'm a doctor. I work at a hospital. —I'm a farmer. I like animals and I work on a farm. What does s/he do? What does s/he like? —She's a teacher, and she likes teaching children. **Making inquiries** Where does s/he work? —at the post office. —at the police station. actor, -s /actress, -es businessman, -men chef, -s dancer, -s doctor, -s farmer, -s fireman, -men nurse, -s pilot, -s policeman, -men policewoman, -women singer, -s teacher, -s vet, -s waiter, -s writer, -s	**Listening** **E4.7.L1.** Students will be able to identify other people's jobs and likes in a short, simple oral text. **Speaking** **E4.7.S1.** Students will be able to talk about other people's jobs and likes in simple conversations.	**Contexts** Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs Stories Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Storytelling **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about people's jobs and where they work. • Students prepare a poster (with photos and drawings) about their parents and their jobs.

4. SINIF / 4th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments

8
My Clothes
	Describing the weather (Expressing basic needs)
	What's the weather like?
	—It's rainy today. I need my umbrella.
	—It's windy. Put on/wear your coat.
	What's the weather like in Ankara in winter?
	—It's cold and snowy. Put on/wear your gloves.
	
	Making simple requests
	Can I borrow your umbrella?
	—Here you are.
	—No. Sorry, it's broken.
	
	Naming the seasons of the year
	It is …
	    autumn/fall
	    spring
	    summer
	    winter
	
	boot, -s
	dress, -es
	glove, -s
	hat, -s
	jeans
	shoe, -s
	skirt, -s
	sock, -s
	sunglasses
	trousers
	borrow
	put on
	wear
		Listening
		E4.8.L1. Students will be able to understand short oral texts about weather conditions and clothing.
		E4.8.L2. Students will be able to recognize the names of the seasons and clothes in short oral texts.
		
		Speaking
		E4.8.S1. Students will be able to describe the weather conditions.
		E4.8.S2. Students will be able to name the seasons.
		E4.8.S3. Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations.
		E4.8.S4. Students will be able to make simple request about borrowing.
			Contexts
			Advertisements
			Captions
			Cartoons
			Charts
			Conversations
			Illustrations
			Lists
			Notes and Messages
			Poems
			Postcards
			Posters
			Rhymes
			Signs
			Songs
			Stories
			Tables
			Videos
			
			Tasks/Activities
			Arts and Crafts
			Chants and Songs
			Drama (Role Play, Simulation, Pantomime)
			Drawing and Coloring
			Games
			Labeling
			Making Puppets
			Matching
			Questions and Answers
			Reordering
			Storytelling
			
			Assignments
			• Students prepare a seasonal weather chart/table and classify the clothes they wear under the corresponding seasons.
			• Students make puppets with seasonal clothes and describe them to the peers.

4. SINIF / 4th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
My Friends **9**	**Describing people (Making simple inquiries)** —Does s/he have blonde hair? —What does s/he look like? —She is tall and slim. —He is young and thin. —He has dark hair. **Talking about possessions** I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very long. bald beard beautiful blonde curly/dark/straight/wavy/short/long hair handsome moustache short/tall slim thin young/middle aged/old	**Listening** **E4.9.L1.** Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). **E4.9.L2.** Students will be able to understand short, oral texts about possessions. **Speaking** **E4.9.S1.** Students will be able to describe their friends and other people (family members, teachers, etc.). **E4.9.S2.** Students will be able to ask and answer questions about other people's physical characteristics. **E4.9.S3.** Students will be able to talk about possessions.	**Contexts** Advertisements Captions Cartoons Charts Conversations Illustrations Lists Poems Posters Probes/Realia Rhymes Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Making Puppets Matching Questions and Answers Storytelling Synonyms and Antonyms **Assignments** ● Students prepare a poster about a friend or a family member and describe him/her by using simple phrases. ● Students work in pairs. One student describes his/her favorite actor/singer (e.g., Her/his hair is curly. S/he is tall and thin.) and the other student draws a picture based on the description.

4. SINIF / 4th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 Food and Drinks	**Making offers** Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I'm full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. **Expressing basic needs and feelings (Making simple inquiries)** I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I'm not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn't. bread butter cheese coffee cupcake, -s fish and chips honey lemonade marmalade milk olive, -s pasta salad soup tea yoghurt now/later	**Listening** **E4.10.L1.** Students will be able to recognize simple words and phrases about food and drinks. **E4.10.L2.** Students will be able to understand the offers about their basic needs. **E4.10.L3.** Students will be able to identify others' needs and feelings in simple oral texts. **Speaking** **E4.10.S1.** Students will be able to talk about their basic needs and feelings. **E4.10.S2.** Students will be able to express their feelings and their needs.	**Contexts** Advertisements Captions Cartoons Conversations Coupons Illustrations Lists Menus Posters Probes/Realia Rhymes Signs Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Storytelling **Assignments** ● Students complete and reflect on their visual dictionaries. ● Students design a menu for an imaginary restaurant by using drawings and visuals.

5. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

5. Sınıf Öğretim Programı'nın temel amacı öğrencilerin hedef dili öğrenmeye olan ilgilerini artırmak ve bu dili gerçek yaşamda kullanabilmelerini sağlamaktır. 5'inci sınıfın temaları; öğrencilerin yaşadıkları şehir, sağlık sorunları, günlük işleri, hobileri, sosyal faaliyetleri, duyguları ve spor etkinlikleridir. Bu temalar aracılığıyla öğrencilerin ilgili temel sözcükleri doğru sesletimleriyle öğrenmeleri hedeflenmektedir. Ayrıca dil işlevleri olarak selamlaşmak, izin istemek, kişisel düşüncelerini, beğenilerini, ihtiyaçlarını söylemek, miktar belirtmek, düzenli olarak yaptıkları işleri ifade etmek, saati söylemek, o anda yapılanları anlatmak, yol tarif etmek ele alınmıştır. Bu işlevlerin görsel, işitsel ve görsel-işitsel araçlar kullanılarak iletişim odaklı bir yaklaşımla gerçekleştirilmesi hedeflenmiştir. Bağlam olarak bu yaş grubu öğrencilerinin ilgisini çekebilecek olan çizgi film, poster, resim, masal, öykü, harita, resimli sözlük, kartpostal, şarkı, şiir, liste ve menü gibi metinlerin kullanılması planlanmıştır. Okuma ve yazma etkinlikleri de bu bağlamdaki çalışmalar ile cümle düzeyinde sınırlı olarak gerçekleştirilmektedir. Öğrencilerin dili oyunlar, gerçek yaşamla ilgili faaliyetler, çizme-boyama, rol yapma, dinleme-konuşma, anlatma gibi tekniklerle severek öğrenmesi hedeflenmiştir.

Temel Düzey Kullanıcı
Giriş veya Keşif Düzeyi (A1) Ortak Yeti Açıklamaları

Öğrenciler sıradan ve gündelik deyişlerle somut gereksinimleri karşılamayı hedefleyen son derece yalın ifadeleri anlayabilir ve kullanabilir. Kendini veya bir başkasını tanıtabilir ve karşısındaki kişiye basit sorular (örneğin oturduğu yer, ilişkileri, sahip olduğu şeyler vb.) sorabilir ve aynı türden sorulara yanıt verebilir. Eğer karşısındaki kişi yavaş ve kendisine yardımcı olacak biçimde konuşuyorsa öğrenci basit biçimde iletişim kurabilir.

5. SINIF / 5ᵗʰ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 **Hello!**	**Expressing likes and dislikes** What is/are your favorite class(es)? —My favorite class(es) is/are …. —I like English and maths. I don't like/dislike/hate…. **Greeting and meeting people** Nice/Glad to meet you. Nice meeting you. —Me, too. —My pleasure. **Making simple inquiries** Where do you study? —I study at Atatürk Secondary School. How many languages do you speak? —One. I speak Chinese. —Two. I speak English and German. arts primary/elementary/secondary school geography history language class/course math(s) music physical education science social studies	**Listening** **E5.1.L1.** Students will be able to understand simple personal information. **Speaking** **E5.1.S1.** Students will be able to introduce themselves and meet other people. **E5.1.S2.** Students will be able to exchange simple personal information. **Reading** **E5.1.R1.** Students will be able to read picture stories, conversations and cartoons about personal information. **E5.1.R2.** Students will be able to read their timetable for their lessons.	**Contexts** Advertisements Captions Cartoons Conversations Coupons Illustrations Lists Menus Posters Probes/Realia Rhymes Signs Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making puppets Matching Questions and Answers Storytelling **Assignments** • Students prepare a visual dictionary by including new vocabulary items. • Students prepare a timetable showing their class schedule.

5. SINIF / 5ᵗʰ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 **My town**	**Asking for and giving directions (Making simple inquiries)** Excuse me, how can I get to the city center? —Go (straight) ahead and turn left on Uçarlı Street. —Thanks. Excuse me, where is the bus station? —It's on Papatya Street. **Talking about locations of things and people** Where are you? —I am at the library. —Library? —Yes, the library. around/next to/opposite … ...the barber shop ...the bank ...the library ...the mosque ...the butcher ...the grocery ...the pharmacy ...the bookshop ...the toyshop ...the bakery ...the pool ...the cinema/theater/museum between … ...the shop and the bus stop	**Listening** **E5.2.L1.** Students will be able to understand simple directions to get from one place to another. **E5.2.L2.** Students will be able to recognize the use of rising intonation to ask for clarification. **Speaking** **E5.2.S1.** Students will be able to talk about the locations of things and people in simple conversations. **E5.2.S2.** Students will be able to give directions in a simple way. **Reading** **E5.2.R1.** Students will be able to understand information about important places.	**Contexts** Advertisements Captions Cartoons Conversations Instructions Maps Notes and Messages Podcasts Postcards Posters Signs Tables Videos **Tasks/Activities** Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Making puppets Matching Questions and Answers **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students draw a map of their neighborhood and give directions of different places to their peers in groups.

5. SINIF / 5th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 **Games and Hobbies**	**Describing what people do regularly** Do you play computer games? —No, I don't. I go fishing. What are your hobbies? —Playing chess and tennis. **Expressing ability and inability** Can you play checkers? —No, but I can play chess. Can your sister/brother play chess? —Yes, s/he can. —No, but s/he can play checkers. **Expressing likes and dislikes** Yin lives in Beijing and he likes playing blind man's buff. Julio lives in Madrid and he likes playing football. Hans and Yuka don't like hopscotch. blind man's buff camping checkers Chinese whispers dodge ball fishing hangman hiking hopscotch lose origami sculpting win	**Listening** **E5.3.L1.** Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. **Speaking** **E5.3.S1.** Students will be able to talk about hobbies, likes/dislikes and abilities in a simple way. **E5.3.S2.** Students will be able to give information about likes/dislikes, abilities and hobbies of others in a simple way. **Reading** **E5.3.R1.** Students will be able to follow a simple story with visual aids.	**Contexts** Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Poems Postcards Posters Rhymes Songs Stories Tables Videos **Tasks/Activities** Competitions Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Labeling Matching Reordering Storytelling True/False/No information **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students prepare a poster to show their hobbies/games.

5. SINIF / 5th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 **My Daily Routine**	**Describing what people do regularly (Making simple inquiries)** What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. What time do you arrive at school? —We arrive at school at quarter past eight. When do you brush your teeth? —I brush my teeth in the morning and at night. —When do you watch TV? —I watch TV every evening. **Telling the time** What time is it? —It's half past nine. —It's quarter to eleven. **Naming numbers** Numbers from 1 to 100 arrive brush, -es call comb, -s get out of bed get up go online get on/off the bus leave talk toothbrush, -es toothpaste sleep	**Listening** **E5.4.L1.** Students will be able to understand specific information in short, oral texts about daily routines. **E5.4.L2.** Students will be able to understand the time. **Speaking** **E5.4.S1.** Students will be able to talk about daily routines. **E5.4.S2.** Students will be able to use simple utterances to talk about daily routines of friends and family members. **E5.4.S3.** Students will be able to tell the time and numbers from 1 to 100. **Reading** **E5.4.R1.** Students will be able to understand short and simple written texts about daily routines.	**Contexts** Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Poems Postcards Posters Rhymes Songs Stories Tables Videos **Tasks/Activities** Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Making puppets Matching Reordering Storytelling True/False/No information **Assignments** ● Students prepare a poster about daily routines and present it in the classroom. ● Students interview a friend/neighbor/parent/teacher, ask about his/her typical day and present it in the classroom.

5. SINIF / 5th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 Health	**Expressing illnesses, needs and feelings** I feel cold. I have the flu. I have a fever. I have a toothache/headache/ stomachache. S/he feels cold and tired. S/he needs pills. **Making simple suggestions** —You should stay in bed. — Have a rest. —Stay in bed. —Visit a doctor. —Take your pills. backache/headache/toothache/ stomachache cold cough dentist faint fever flu have a pain/ache hurt ill/illness medicine pill sneeze sore throat syrup vitamin	**Listening** **E5.5.L1.** Students will be able to identify common illnesses and understand some of the suggestions made. **E5.5.L2.** Students will be able to understand simple suggestions concerning illnesses. **Speaking** **E5.5.S1.** Students will be able to name the common illnesses in a simple way. **E5.5.S2.** Students will be able to express basic needs and feelings about illnesses. **Reading** **E5.5.R1.** Students will be able to understand short and simple texts about illnesses, needs and feelings.	**Contexts** Advertisements Captions Cartoons Charts Conversations Illustrations Lists Posters Probes/Realia Rhymes Songs Stories Tables Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Storytelling True/False/No information **Assignments** ● Students prepare a picture story about their feelings and needs when they are ill. They work in groups and exchange information about the picture story.

5. SINIF / 5th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Movies **9**	**Describing characters/people** Superman is very strong/brave/… **Expressing likes and dislikes** I don't like/dislike/hate horror movies. **Making simple inquiries** What is the movie about? It's about friends/war/love/… **Stating personal opinions** I think Superman is brave. What's your favorite film? —Ice Age. —I like Spirited Away. **Telling the time** What time is the movie? —It's at seven o'clock. —It's at half past four. brave beautiful boring exciting evil *film types:* action, animation, cartoon, commedy, horror, etc. friendly frightening funny helpful honest love save strong travel ugly	**Listening** **E5.6.L1.** Students will be able to follow slow and carefully articulated speech describing movie characters and movie types. **Speaking** **E5.6.S1.** Students will be able to talk about people's likes and dislikes concerning movies and movie characters. **E5.6.S2.** Students will be able to use simple utterances to state personal opinions about movies and movie characters. **E5.6.S3.** Students will be able to state the time of an event. **Reading** **E5.6.R1.** Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters.	**Contexts** Advertisements Cartoons Conversations Fairy tales Illustrations Posters Questionnaire Signs Stories Tables Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Making Puppets Matching Reordering Questions and Answers Storytelling True/False/No information **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students prepare a film poster and describe it to the peers in groups. ● In groups, students make a survey to find out the favorite movies of their peers.

5. SINIF / 5th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 **Party Time**	**Asking for permission** Mom, can I have a birthday party? —Sure/For sure. **Expressing and responding to thanks** This is lovely, thanks./Thank you very much. —You're (most) welcome. **Greeting and meeting people** —Welcome! —Nice to see you! —Nice to have you here! —OK, see you (later)! —Take (good) care! **Expressing obligation** I must go to the birthday party. You must prepare a shopping list. **Telling the days and dates** When's your birthday? —My birthday is in May. —My birthday is on Saturday. balloon, -s birthday, -s buy cake clown, -s have/throw a party candle, -s delicious exciting *months of the year* present, -s/gift, -s	**Listening** **E5.7.L1.** Students will be able to understand simple requests for permission and their responses. **Speaking** **E5.7.S1.** Students will be able to ask for permission and give response in a simple way. **E5.7.S2.** Students will be able to use basic greeting and leave-taking expressions. **E5.7.S3.** Students will be able to use utterances to express obligation. **E5.7.S4.** Students will be able to state the date of an event. **E5.7.S5.** Students will be able to express and respond to thanks. **Reading** **E5.7.R1.** Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards.	**Contexts** Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos **Tasks/Activities** Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Reordering Questions and Answers Storytelling True/False/No information **Assignments** ● Students prepare a birthday celebration card for a friend. ● Students prepare a calendar in English marking birthdays of their family members and friends. ● Students prepare a shopping list for a birthday party.

5. SINIF / 5th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Fitness **8**	**Making simple inquiries** Can you ride a bicycle? —Yes, I can. —No, I can't, but s/he can. What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? —Cycling. —I like jogging. **Asking for clarification** Sorry, can/could you repeat that, please? **Making/accepting/refusing simple suggestions** Let's go hiking! —OK/That sounds great./That's a good idea. How about jogging? —Sorry. I can't now. I must study. —No. I am too tired. —Well, sorry but I must… activity camping cycling (do) exercise fitness fishing hiking jogging running trekking work out	**Listening** **E5.8.L1.** Students will be able to understand simple oral texts about sports activities. **E5.8.L2.** Students will be able to understand suggestions made for a limited number of activities. **Speaking** **E5.8.S1.** Students will be able to make suggestions for a limited number of activities. **E5.8.S2.** Students will be able to accept or refuse suggestions in a simple way. **E5.8.S3.** Students will be able to give simple personal information. **E5.8.S4.** Students will be able to ask for clarification by asking the speaker to repeat what has been said. **Reading** **E5.8.R1.** Students will be able to understand simple texts about sports activities.	**Contexts** Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos **Tasks/Activities** Arts and Crafts Drama (Role Play, Simulation, Pantomime) Games Information transfer Matching Reordering Questions and Answers Storytelling True/False/No information **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items.

5. SINIF / 5ᵗʰ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
The Animal Shelter 6	**Asking for permission (Making simple inquiries)** Can we adopt/get an animal? Can I feed the birds? —Of course you can. —That's not a good idea. —Not right now. **Describing what people/animals are doing now** What is/are …doing? —The cat is climbing the tree. —The boy is feeding the birds. —The vet is examining the rabbit. —The puppies are playing. adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary) now/right now/at the moment	**Listening** **E5.9.L1.** Students will be able to understand descriptions of what people/animals are doing at the moment. **Speaking** **E5.9.S1.** Students will be able to talk about what people/animals are doing at the moment. **E5.9.S2.** Students will be able to ask for permission. **E5.9.S3.** Students will be able to use simple utterances to describe what other people are doing at the moment. **Reading** **E5.9.R1.** Students will be able to understand short and simple texts about what people/animals are doing at the moment.	**Contexts** Advertisements Captions Cartoons Charts Conversations Fabl Illustrations Notes and Messages Posters Stories Videos **Tasks/Activities** Chants and Songs Drama(Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Storytelling True/False/No Information **Assignments** ● Students mime animals in front of the classroom, and the rest guess the actions performed by the students. ● Students prepare posters about how to help animals in their neigborhoods.

5. SINIF / 5th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 Festivals	**Describing general events and repeated actions (Making simple inquiries)** How does Ayşe celebrate Ramadan? —She visits her relatives. Children dance and sing on Children's Day in Turkey. Chinese wear colorful clothes in Chinese New Year. **Naming numbers** numbers 100, 200, …, 1000 Children's Day Chinese New Year Eid Ramadan Independence Day	**Listening** **E5.10.L1.** Students will be able to understand simple texts about festivals around the world. **Speaking** **E5.10.S1.** Students will be able to describe the events in a festival in a simple way. **Reading** **E5.10.R1.** Students will be able to understand visually supported short texts about festivals around the world.	**Contexts** Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos **Tasks/Activities** Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets Matching Questions and Answers Storytelling True/False/No information **Assignments** ● Students complete and reflect on their visual dictionaries. ● In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers.

6. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

6. Sınıf Öğretim Programı için seçilen konular, öğrencilerin yaratıcılık ve hayal gücü gibi temel özelliklerini geliştirmelerini hedeflemektedir. Program'ı oluşturan temalar, bu yaş grubundaki öğrencilerin sosyal, bilişsel ve duyuşsal gelişimleri temel alınarak belirlenmiştir. Eylem odaklı bir öğretim modeline göre belirlenen kazanımlar; öğrencilerin günlük dilde gerekli basit ve kullanışlı dil işlevleriyle kendilerini ve düşüncelerini ifade edebilmelerini hedeflemektedir. Ayrıca öğrencilerin geçmiş ve şimdi hakkında, meslekler, yiyecekler, kişisel beğeniler, günlük yaşantılar ve hava durumu gibi konularda dil işlevlerini kullanarak iletişim kurmaları planlanmıştır. Tüm bunlara ek olarak, çevre ve demokrasi temalarıyla öğrencilerin yaşadıkları çevreye ve topluma karşı sorumlu bireyler olarak yetişmeleri amaçlanmıştır. Seçilen temalar, etkinlikler ve projeler yoluyla amaç, öğrencilere dili sevdirmek, onların hedef dili eğlenerek öğrenmesini sağlamak ve dile karşı olumlu bir tutum geliştirmelerine yardımcı olmaktır. Bu yolla öğrencilere dili bir amaç değil araç olarak kullanmayı öğretmek ve onlarda merak uyandırmak Program'ın hedefleri arasındadır. Öğretim Programı'nda hikâyeler, tablolar, kısa şiirler, tekerlemeler, posterler, diyaloglar, şarkılar, karikatürler, çizgi filmler, kartpostallar, kısa mesaj ve notlar gibi bu yaş grubundaki çocukların günlük hayatta sıklıkla rastlayabileceği metinler önerilmektedir. Okuma ve yazma etkinlikleri de bu bağlamdaki çalışmalar ile cümle düzeyinde sınırlı olarak gerçekleştirilmektedir. Bunun yanı sıra oyun, drama, kukla, benzetim, canlandırma, dinleme-anlama ve el becerileri içeren farklı etkinlikler kullanılarak çocukların eğlenerek öğrenebilmeleri hedeflenmiş, sınıf içinde yapılanların sınıf dışına yansıtılmasını kolaylaştıracak etkinlikler seçilmiştir.

Temel Düzey Kullanıcı
Giriş veya Keşif Düzeyi (A1) Ortak Yeti Açıklamaları

Öğrenciler sıradan ve gündelik deyişlerle somut gereksinimleri karşılamayı hedefleyen son derece yalın ifadeleri anlayabilir ve kullanabilir. Kendini veya bir başkasını tanıtabilir ve karşısındaki kişiye basit sorular (örneğin oturduğu yer, ilişkileri, sahip olduğu şeyler vb.) sorabilir ve aynı türden sorulara yanıt verebilir. Eğer karşısındaki kişi yavaş ve kendisine yardımcı olacak biçimde konuşuyorsa öğrenci basit biçimde iletişim kurabilir.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 **Life**	**Describing what people do regularly (Making simple inquiries)** What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. **Telling the time and dates** What time is it? / What is the time? —It's five p.m. —It's quarter past five. —It's ten to nine. —It's twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take ... ... a nap ... care of something ... courses visit ... ... friends ... my aunt/uncle. traditional/folk dance	**Listening** **E6.1.L1.** Students will be able to recognize phrases, words, and expressions related to repeated actions. **Spoken Interaction** **E6.1.SI1.** Students will be able to talk about repeated actions. **Spoken Production** **E6.1.SP1.** Students will be able to use a series of phrases and simple expressions to express their repeated actions. **E6.1.SP2.** Students will be able to tell the time and dates. **Reading** **E6.1.R1.** Students will be able to read short and simple texts, such as personal narratives about repeated actions.	**Contexts** Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites **Tasks/Activities** Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Labeling Matching Questions and Answers Reordering True/False/No information **Assignments** • Students prepare a visual dictionary by including new vocabulary items. • Students conduct a survey about their classmates' favorite school/after-school activities and prepare a poster.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 **Yummy Breakfast**	**Accepting and refusing** Can I have some cheese? —Sure. —No, it's all gone. Do you want some tea? —Yes, please. —No, thanks. I don't like tea. —No, thanks. I don't want any tea. **Describing what people do regularly** I eat honey and butter in the mornings. **Expressing likes and dislikes** Yummy! I love/like muffins! I don't like junk food. It's my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/… juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk	**Listening** **E6.2.L1.** Students will be able to identify the names of different food in an oral text. **Spoken Interaction** **E6.2.SI1.** Students will be able to ask people about their food preferences. **Spoken Production** **E6.2.SP1.** Students will be able to express their opinions about the food they like and don't like. **Reading** **E6.2.R1.** Students will be able to understand short and simple texts about food and preferences. **E6.2.R2.** Students will be able to understand the label of food products.	**Contexts** Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites **Tasks/Activities** Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labeling Questions and Answers True/False/No information **Assignments** ● Students prepare a poster that shows and categorizes different food and drinks for breakfast. ● In pairs students act out a role play about the food and drinks they like/don't like.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 Downtown	**Describing places (Making comparisons)** Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. **Describing what people are doing now (Making simple inquiries)** What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he's reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam	**Listening** **E6.3.L1.** Students will be able to identify expressions and phrases related to present events. **E6.3.L2.** Students will be able to pick up the expressions in a dialogue comparing things. **Spoken Interaction** **E6.3.SI1.** Students will be able to ask people questions about what they are doing at the moment. **E6.3.SI2.** Students will be able to ask people to compare things. **Spoken Production** **E6.3.SP1.** Students will be able to describe people doing different actions. **E6.3.SP2.** Students will be able to make comparisons between two things. **Reading** **E6.3.R1.** Students will be able to understand visually supported, short and simple texts.	**Contexts** Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching Question and Answers True/False/No information **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students take/draw a picture of their street/ neighborhood in the morning and describe what everyone is doing (they can use professions as well). ● Students prepare a poster comparing their hometown with another city.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 **Weather and Emotions**	**Describing the weather** What's the weather like? —It's foggy. —It's very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It's not snowy in the desert. It is dry. **Making simple inquiries** —I don't get it. Can you repeat that, please? **Expressing emotions** I feel … anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy	**Listening** **E6.4.L1.** Students will be able to pick up specific information from short oral texts about weather conditions and emotions. **Spoken Interaction** **E6.4.SI1.** Students will be able to ask people about the weather. **Spoken Production** **E6.4.SP1.** Students will be able to talk about the weather and their emotions in a simple way. **Reading** **E6.4.R1.** Students will be able to understand short and simple texts about the weather, weather conditions and emotios.	**Contexts** Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information **Assignments** • Students prepare a chart for weather forecast and include visuals in the chart. • Students act out weather conditions by using different emotions in various situations.

6. SINIF / 6ᵗʰ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 **At the Fair**	**Describing places** There are many fun things at the fair. —Roller coasters are crazy! **Expressing feelings** —I think they are frightening. **Expressing likes and dislikes** —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. **Stating personal opinions** What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling	**Listening** **E6.5.L1.** Students will be able to recognize the words related to the expression of emotions. **Spoken Interaction** **E6.5.SI1.** Students will be able to talk about and express the feelings and personal opinions about places and things. **Spoken Production** **E6.5.SP1.** Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. **Reading** **E6.5.R1.** Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. **E6.5.R2.** Students will be able to read specific information on a poster about a certain place.	**Contexts** Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos **Tasks/Activities** Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● In groups, students prepare a poster of a fair and then they talk about their feelings and personal opinions concerning the fair poster.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Occupations 9	**Talking about occupations** What does your uncle do? —He's a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can't! What can you do? —I can make dresses. I can cut and sew fabric. **Asking personal questions** Was s/he in Istanbul last week? Were you at school yesterday? When were you born? Where was s/he born? **Telling the time, days and dates** —S/he was in Istanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s	**Listening** **E6.6.L1.** Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. **E6.6.L2.** Students will be able to understand the time, days and dates. **Spoken Interaction** **E6.6.SI1.** Students will be able to talk about occupations. **Spoken Production** **E6.6.SP1.** Students will be able to ask personal questions. **E6.6.SP2.** Students will be able to state the dates. **Reading** **E6.6.R1.** Students will be able to understand familiar words and simple sentences about occupations and the dates. **Writing** **E6.6.W1.** Students will be able to produce a piece of writing about occupations and the dates.	**Contexts** Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 **Holidays**	**Talking about past events (Making simple inquiries)** What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s	**Listening** **E6.7.L1.** Students will be able to spot the activities about holidays in oral texts. **Spoken Interaction** **E6.7.SI1.** Students will be able to talk about their holidays. **Spoken Production** **E6.7.SP1.** Students will be able to describe past activities and personal experiences. **Reading** **E6.7.R1.** Students will be able to understand short, simple sentences and expressions related to past activities. **Writing** **E6.7.W1.** Students will be able to write short and simple pieces in various forms about holidays.	**Contexts** Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Making Puppets Matching Labeling Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students prepare a postcard and write about what they did on their holiday. • Students prepare a pamphlet showing different places for different holiday activities in their country.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Bookworms 8	**Talking about locations of things and people** Where is s/he? —S/he is in front of/next to/near/ behind/between/under/over … I can't find my book. Can you help me? —Look! It is under the bed. **Talking about past events** What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story	**Listening** **E6.8.L1.** Students will be able to listen to the instructions and locate things. **E6.8.L2.** Students will be able to understand past events in oral texts. **Spoken Interaction** **E6.8.SI1.** Students will be able to talk about the locations of people and things. **E6.8.SI2.** Students will be able to talk about past events with definite time. **Spoken Production** **E6.8.SP1.** Students will be able to describe the locations of people and things. **E6.8.SP2.** Students will be able to describe past events with definite time. **Reading** **E6.8.R1.** Students will be able to understand short, simple sentences and expressions about past events with definite time. **Writing** **E6.8.W1.** Students will be able to write about past events with definite time. **E6.8.W2.** Students will be able to write about the locations of people and things.	**Contexts** Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Saving the Planet **9**	**Giving and responding to simple suggestions** What should we do to save our world? —We should save energy. —We can use less water and electricity. —We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don't waste water. —Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste	**Listening** **E6.9.L1.** Students will be able to recognize appropriate attitudes to save energy and to protect the environment. **E6.9.L2.** Students will be able understand suggestions related to the protection of the environment in simple oral texts. **Spoken Interaction** **E6.9.SI1.** Students will be able to give each other suggestions about the protection of the environment. **Spoken Production** **E6.9.SP1.** Students will be able to talk to people about the protection of the environment. **Reading** **E6.9.R1.** Students will be able to understand the texts about the protection of the environment. **E6.9.R2.** Students will be able to follow short, simple written instructions. **Writing** **E6.9.W1.** Students will be able to write simple pieces about the protection of the environment.	**Contexts** Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information **Assignments** ● Students prepare slogans/notes/posters about saving energy at school and hang them on the walls.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 Democracy	**Talking about stages of a procedure** You should … choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. **Making simple inquiries** Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? **Talking about past events** —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote	**Listening** **E6.10.L1.** Students will be able to recognize some key features related to the concept of democracy. **Spoken Interaction** **E6.10.SI1.** Students will be able to talk about the stages of classroom president polls. **Spoken Production** **E6.10.SP1.** Students will be able to give short descriptions of past and present events. **E6.10.SP2.** Students will be able to talk about the concept of democracy. **Reading** **E6.10.R1.** Students will be able to recognize familiar words and simple phrases related to the concept of democracy. **Writing** **E6.10.W1.** Students will be able to write simple pieces about concepts related to democracy.	**Contexts** Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information **Assignments** ● Students complete and reflect on their visual dictionaries. ● Students work in groups and create an election campaign poster for classroom presidency.

7. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

7. Sınıf Öğretim Programı, Avrupa Dilleri İçin Ortak Başvuru Metni'nde belirlenen düzeylerden A2 (Temel Düzey Kullanıcı/Ara veya Temel Gereksinim) düzeyine ulaşmanın ilk aşaması olarak belirlenmiştir. Bu yaş grubundaki öğrencilerde öncelikli olarak geliştirilmesi beklenen beceriler dinleme ve konuşma, ikincil olarak okuma ve yazmadır. Avrupa Dilleri İçin Ortak Başvuru Metni'nin A2 düzeyinde belirlenen genel kazanımları 7. Sınıf Öğretim Programı'nın çerçevesini oluşturmaktadır. Bu sınıf seviyesinde, öğrencilerin gerçekleştirmesi beklenen kazanımlar; dinleme-anlama, sözlü etkileşim, sözlü anlatım, okuma-anlama, yazma alanlarında olmak üzere aşağıda verilen Program'da ayrı ayrı belirtilmiştir. Program'ın içeriğini oluşturan temalar/konular ve iletişimsel işlevler, öğrencilerin gelişim özellikleri ve ilgi alanları dikkate alınarak belirlenmiştir. Konu ve temalar "yakından uzağa/bilinenden bilinmeyene" ilkesine uygun olarak sıralanmıştır. Üniteler öğrencilerin gerçekleştireceği iletişimsel işlevleri, uğraşacağı etkinlik ve görevleri ve dilin kullanılacağı bağlam ve konuları içerecek şekilde tasarlanmıştır. Program hazırlanırken güncel kuramsal çalışmalar ve bilimsel araştırmalarca önerilen ve yabancı dil öğrenme uğraşını etkili bir biçimde destekleyecek iletişim odaklı ilke ve yaklaşımların yanı sıra bu yaş gurubunun gelişimsel özellikleri de dikkate alınmıştır. 7. Sınıf Öğretim Programı'nda ele alınan temalar; dış görünüş ve kişilik, spor, biyografi, vahşi hayvanlar, televizyon programları, kutlamalar, hayaller, kamu binaları, çevre ve gezegenler olarak belirlenmiştir. İletişimsel işlevler ise; kişileri ve karakterleri betimleme, basit karşılaştırmalar yapma, geçmiş eylemler hakkında konuşma, günlük rutinler ve etkinlikler hakkında konuşma ve basit önerilerde bulunma olarak sıralanabilir.

Temel Düzey Kullanıcı
Ara veya Temel Gereksinim Düzeyi (A2) Ortak Yeti Açıklamaları

Öğrenciler basit ifadeleri ve iletişimsel anlamda elzem olan alanlarda (sözgelimi yalın ve kişisel bilgiler, aile bilgileri, alışveriş, yakın çevre ve iş) sıklıkla kullanılan ifadeleri anlayabilir. Bilindik ve alışılagelen konular hakkında yalın ve basit bilgi alışverişini gerektiren kolay ve yaygın etkinlikler yoluyla iletişim kurabilir. Eğitimini, yakın çevresini basit yollardan betimleyebilir ve temel gereksinimlerine denk düşen konuları anlatabilir.

7. SINIF / 7th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 **Appearance And Personality**	**Describing characters/people (Making simple inquiries)** —What does your best friend look like? —S/he is attractive, with curly hair and green eyes. —What is s/he like? —S/he is slimmer than me and s/he has short and dark hair. —My cousin is more outgoing than me; s/he has a lot of friends. **Making simple comparisons (Giving explanations/reasons)** S/he can play basketball well because s/he is taller than me. attractive beautiful cute easy-going generous handsome honest outgoing plump punctual selfish slim smart stubborn	**Listening** **E7.1.L1.** Students will be able to understand clear, standard speech on appearances and personalities. **Spoken Interaction** **E7.1.SI1.** Students will be able to talk about other people's appearances and personalities. **Spoken Production** **E7.1.SP1.** Students will be able to report on apperances and personalities of other people. **Reading** **E7.1.R1.** Students will be able to understand a simple text about appearances and personalities, and make simple comparisons. **Writing** **E7.1.W1.** Students will be able to write simple pieces to compare people.	**Contexts** Blogs Diaries/Journal Entries Illustrations Jokes Magazines Plays Podcasts Posters Questionnaires Stories Tables Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students prepare a visual dictionary by including new vocabulary items. • Students prepare a poster of a famous person they like.They describe his/her appearance and personality.

7. SINIF / 7th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 Sports	**Talking about routines and daily activities** —Do you often go on a diet? —I never/sometimes/often/usually/ always go on a diet. —How often do you exercise/train? —Once a month./Twice a day./Three times a week. He usually goes jogging in the park. **Describing what people do regularly (Giving explanations and reasons)** I never/sometimes/often/usually/ always wake up early in the mornings. S/he eats healthy food and runs once/ twice a day because s/he wants to win a medal. They are never/sometimes/often/ usually/always late to gym. achieve beat draw equipment go jogging/swimming/skating/running/… go on a diet hit indoor/outdoor injury, -ies lose medal, -s score … a goal/a point spectator, -s success, -es train	**Listening** **E7.2.L1.** Students will be able to recognize frequency adverbs in simple oral texts. **Spoken Interaction** **E7.2.SI1.** Students will be able to ask questions related to the frequency of events. **Spoken Production** **E7.2.SP1.** Students will be able to talk about routines/daily activities by using frequency adverbs. **Reading** **E7.2.R1.** Students will be able to understand short and simple texts on sports. **Writing** **E7.2.W1.** Students will be able to write pieces about routines/daily activities by using frequency adverbs.	**Contexts** Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Letters Magazines News Plays Podcasts Posters Probes/Realia Questionnaires Reports Stories Tables Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students choose a famous sports figure from their own or another country, and they write about his/her routines/daily activities.

7. SINIF / 7th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 Biographies	**Talking about past events (Making simple inquiries)** S/he was a hardworking person. S/he was alone and s/he had an interesting life. Why did s/he move to Manchester? —S/he moved to Manchester to study physics. **Telling the time, days and dates** S/he was born in London in 1970. S/he grew up in London and s/he stayed there until 1988. alone award, -s brilliant die get engaged/married graduate grow up move own prize, -s raise children/kids	**Listening** **E7.3.L1.** Students will be able to recognize specific information in oral texts dealing with past events and dates. **Spoken Interaction** **E7.3.SI1.** Students will be able to talk about past events with definite time. **Spoken Production** **E7.3.SP1.** Students will be able to describe past events and experiences. **Reading** **E7.3.R1.** Students will be able to spot specific information about names and dates in past events in written texts. **Writing** **E7.3.W1.** Students will be able to write a short and simple report about past events.	**Contexts** Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Letters Magazines News Reports Plays Podcasts Posters Questionnaires Stories Tables Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students choose a scientist or a historical figure, do research about his/her life and write a short biography about him/her.

7. SINIF / 7th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 **Wild Animals**	**Describing the frequency of actions** Tigers usually hunt during the day. **Making simple inquiries** Where do tigers live? —They live in Asia. Which animals are now extinct? **Making simple suggestions** What should we do to protect wildlife? —We should protect wild animals. —We shouldn't hunt them. **Talking about past events (Giving explanations/reasons)** Some animals became extinct because people hunted them for different reasons. People always harmed wild animals because they were afraid of them. attack be afraid of birds (eagle, falcon, hawk, owl …) cage, -s desert, -s enormous extinct habitat, -s harm human, -s hunt jungle, -s mammals (dolphin, elephant, giraffe, lion, shark, tiger …) poison(ous) prey reptiles (alligator, crocodile, lizard, snake …) survive	**Listening** **E7.4.L1.** Students will be able to understand past and present events in oral texts. **E7.4.L2.** Students will be able to identify the names of wild animals in simple oral texts. **Spoken Interaction** **E7.4.SI1.** Students will be able to ask people questions about characteristics of wild animals. **Spoken Production** **E7.4.SP1.** Students will be able to make simple suggestions. **E7.4.SP2.** Students will be able to report on past and present events. **Reading** **E7.4.R1.** Students will be able to understand past and present events in simple texts. **E7.4.R2.** Students will be able to spot the names of wild animals in simple texts. **Writing** **E7.4.W1.** Students will be able to write pieces describing wildlife.	**Contexts** Blogs Diaries/Journal Entries E-mails Illustrations Jokes Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals.

7. SINIF / 7th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 Television	**Describing what people do regularly** I never/sometimes/often/usually/always watch football matches at weekends. I can't wait for it. **Expressing preferences** I prefer movies to TV series. S/he prefers talk shows to reality shows. My favorite TV program is … **Stating personal opinions** Talk shows are usually amusing, but I think reality shows are pretty boring. **Talking about past events** Did you watch the wild life documentary last night? —I watched it last night, and it was fantastic. appear channel, -s commercial, -s director, -s discussion, -s documentary, -ies news quiz show, -s reality show, -s recommend remote control, -s series sitcom, -s soap opera, -s talk show, -s	**Listening** **E7.5.L1.** Students will be able to understand simple oral texts about daily routines and preferences. **Spoken Interaction** **E7.5.SI1.** Students will be able to ask questions about preferences of other people. **E7.5.SI2.** Students will be able to talk about past events and personal experiences. **Spoken Production** **E7.5.SP1.** Students will be able to state their preferences. **E7.5.SP2.** Students will be able to describe past events in a simple way. **Reading** **E7.5.R1.** Students will be able to understand simple texts about daily routines and preferences. **E7.5.R2.** Students will be able to understand simple texts about past events. **Writing** **E7.5.W1.** Students will be able to write pieces about daily routines and preferences.	**Contexts** Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs.

7. SINIF / 7th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Celebrations 6	**Making simple suggestions (Accepting and refusing)** Would you like some cake? —Yes, please. Just a little. I'll get a sandwich. Would you like one? —No, thanks. I am full. **Making arrangements and sequencing the actions** It is easy to organize a great party. First, you should prepare a guest list. Then, you should decorate your place. Finally, you should prepare lots of food. **Expressing needs and quantity** We need some/a lot of balloons. I have a lot of/many/one or two/some presents. arrange attend beverage, -s decorate fancy guest, -s host, -s invitation card/message invite organize refuse wrap	**Listening** **E7.6.L1.** Students will be able to recognize utterances related to suggestions, needs and quantity of things. **Spoken Interaction** **E7.6.SI1.** Students will be able to talk about arrangements and sequences of actions. **Spoken Production** **E7.6.SP1.** Students will be able to make suggestions. **E7.6.SP2.** Students will be able to express needs and quantity. **Reading** **E7.6.R1.** Students will be able to understand texts about celebrations. **Writing** **E7.6.W1.** Students will be able to write invitation cards.	**Contexts** Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires Stories Tables Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students organize a surprise party. They prepare a list for needs, guests and food. They also prepare an invitation card.

7. SINIF / 7th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 **Dreams**	**Making predictions** Will I be successful in my career? —Yes, you will. Definitely! Also, You will be very happy in your relationship. Do you think so? —I hope so./I hope not. —You will make good friends. What is your dream for the future? —I will definitely go to university, but I may not live in a big city. I may get married. The world will be a more peaceful place. The Internet will become more popular. believe career dream excellent guess imagine lucky number/cloth/color/… make a guess peaceful predict probably receive tell a lie trick, -s	**Listening** **E7.7.L1.** Students will be able to understand utterances about predictions and future events in simple oral texts. **Spoken Interaction** **E7.7.SI1.** Students will be able to talk about simple predictions. **Spoken Production** **E7.7.SP1.** Students will be able to report on simple predictions. **Reading** **E7.7.R1.** Students will be able to understand short and simple texts about predictions. **Writing** **E7.7.W1.** Students will be able to write pieces about predictions and future events.	**Contexts** Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students write a simple letter about their dreams and expectations from the future. • Students keep expanding their visual dictionary by including new vocabulary items.

7. SINIF / 7th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Public Buildings **8**	**Giving explanations/reasons** You should play in the new park to make friends. S/he can go to shopping malls to buy anything. You may go to the police station to report the burglary. I usually visit the hospital to see my doctor. S/he went to the cinema to watch a documentary about wild life. They went to the bookshop to buy a sports magazine. amusement park, -s art gallery, -ies bakery, -ies chemist's city hall coffee shop, -s department store, -s fire station game/music store, -s governorship grocery, -ies movie theater, -s municipal office municipality, -ies police station shopping mall, -s	**Listening** **E7.8.L1.** Students will be able to recognize the names of the public buildings. **E7.8.L2.** Students will be able to understand explanations with reasons. **Spoken Interaction** **E7.8.SI1.** Students will be able to give explanations with reasons. **Spoken Production** **E7.8.SP1.** Students will be able to report on explanations with reasons. **Reading** **E7.8.R1.** Students will be able to understand simple expressions and recognize familiar words about explanations with reasons. **Writing** **E7.8.W1.** Students will be able to write pieces about explanations with reasons.	**Contexts** Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places.

7. SINIF / 7th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Environment 6	**Describing simple processes** First, get the seeds. Then, plant and water them. **Expressing obligation** What should we do for our environment? —We have to start using public transportation. —Stop polluting the rivers. We must stop destroying forests. **Giving explanations/reasons** Rain forests are important because they are necessary for oxygen. We should protect wild animals because they are important for the balance of the nature. balance climate, -s eco-friendly efficient global warming green house effect increase nature protect pollute/pollution recycle renewable responsible solar/wind energy take action temperature threaten waste	**Listening** **E7.9.L1.** Students will be able to understand phrases and the highest frequency vocabulary about environment. **E7.9.L2.** Students will be able to follow how a simple process is described in clear oral texts. **Spoken Interaction** **E7.9.SI1.** Students will be able to talk about obligations. **E7.9.SI2.** Students will be able to give simple instructions for a specific process. **Spoken Production** **E7.9.SP1.** Students will be able to give a simple description or presentation of a process. **Reading** **E7.9.R1.** Students will be able to identify specific information in various texts about environment. **Writing** **E7.9.W1.** Students will be able to write short, simple messages about environment. **E7.9.W2.** Students will be able to write short description of a process.	**Contexts** Advertisement Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students prepare a poster showing the ways of protecting our environment.

7. SINIF / 7ᵗʰ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 Planets	**Making simple comparisons** —Jupiter is larger than Saturn. —Uranus is cooler than Saturn. **Talking about past events** When did scientists discover Pluto? In 2003, the Mars Exploration Mission began. They discovered evidence of water. **Making simple inquiries** Is there any water on the surface of Mars? Is there life in other planets? What do you know about our solar system? What do you know about planets? atmosphere evidence explore galaxy gravity meteor moon, -s observe orbit planet, -s proof rescue satellite, -s shower, -s solar system, -s space shuttle, -s surface, -s universe	**Listening** **E7.10.L1.** Students will be able to identify the discussion topic about popular science in simple oral texts. **Spoken Interaction** **E7.10.SI1.** Students will be able to make simple comparisons. **E7.10.SI2.** Students will be able to talk about past events. **Spoken Production** **E7.10.SP1.** Students will be able to report on general truths in various ways. **Reading** **E7.10.R1.** Students will be able to identify specific information in various texts about facts and general truths. **E7.10.R2.** Students will be able to identify specific information about past events. **Writing** **E7.10.W1.** Students will be able to write short and basic descriptions of facts and general truths.	**Contexts** Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students complete and reflect on their visual dictionaries. • Students prepare a poster about our solar system and give information about the planets.

8. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

8. Sınıf Öğretim Programı, Avrupa Dilleri İçin Ortak Başvuru Metni'nde belirlenen düzeylerden A2 (Temel Düzey Kullanıcı/Ara veya Temel Gereksinim) düzeyine denk gelmektedir. Bu yaş grubundaki öğrencilerde öncelikli olarak geliştirilmesi beklenen beceriler dinleme ve konuşma, ikincil olarak okuma ve yazmadır. 8. Sınıf Öğretim Programı'nın genel öğrenme hedeflerini, 7. Sınıf Öğretim Programı'nda olduğu gibi, Avrupa Dilleri İçin Ortak Başvuru Metni'nin A2 düzeyi için bütüncül basamakta belirlediği genel kazanımlar oluşturmaktadır. Bu noktadan hareketle 8. Sınıf İngilizce Öğretim Programı'nın tamamlanması hâlinde öğrencilerin ulaşması beklenen kazanımlar, dinleme-anlama, sözlü etkileşim, sözlü anlatım, okuma-anlama, yazma becerileri aşağıda verilen çerçeve Program'da belirtilmiştir. 6'ncı sınıfın ikinci dönemi itibariyle dört beceriyi de birleştiren Öğretim Programı'nda 8'inci sınıfla beraber özellikle yazma becerisi açısından tümce düzeyinin ötesinde ve farklı amaçlara yönelik çeşitli türlerde metin yazma etkinlikleri de ön plana çıkmıştır. İşlev ve iletişim odaklı izlencelerin gereklerine uygun bir biçimde, gerçekleştirilmesi hedeflenen iletişimsel işlevler ve sözcükler/sözcük öbekleri bir konu bütünlüğü içinde belirlenmiş ve bağlamsal olarak sunulmuştur. Öğrencilerin dil üretimlerine zemin oluşturacak zenginlikte ve miktarda girdi sağlayabilen ve buna paralel olarak seçilmiş belirli etkinlik ve görevlerle mevcut dil becerilerini geliştirebilen bir program hazırlanmıştır. Program'ın içeriği belirlenirken çocukluktan yetişkinliğe geçişin ilk aşamasını yaşayan bu yaş grubu çocukların gelişim özellikleri öncelikli olarak göz önünde bulundurulmuştur. 8. Sınıf Öğretim Programı'nda ele alınan tema/konular; arkadaşlık, gençlik, yemek pişirme, telefonda görüşme, İnternet, macera, turizm, ev işleri, bilim ve doğal afetler olarak belirlenmiştir. İletişimsel işlevler ise; kabul etme-reddetme, özür dileme, tercih belirtme, deneyimleri ifade etme, mazeret sunma, tahminde bulunma ve bir işin yapılma sürecini ifade etme olarak sıralanabilir.

Temel Düzey Kullanıcı
Ara veya Temel Gereksinim Düzeyi (A2) Ortak Yeti Açıklamaları

Öğrenciler basit ifadeleri ve iletişimsel anlamda elzem olan alanlarda (sözgelimi yalın ve kişisel bilgiler, aile bilgileri, alışveriş, yakın çevre ve iş) sıklıkla kullanılan ifadeleri anlayabilir. Bilindik ve alışılagelen konular hakkında yalın ve basit bilgi alışverişini gerektiren kolay ve yaygın etkinlikler yoluyla iletişim kurabilir. Eğitimini, yakın çevresini basit yollardan betimleyebilir ve temel gereksinimlerine denk düşen konuları anlatabilir.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 Friendship	**Accepting and refusing / Apologizing / Giving explanations and reasons** Would you like to come over tomorrow? —I'm sorry, but I can't come over because my cousin is coming tomorrow. —Sure, that sounds fun! Would you like some fruit juice? —Yes, I'd love some. —No, thanks. I'm full/stuffed. —Yeah, that would be great. How about a party at my house this Saturday? —Sure, it sounds good/great/awesome. —Yeah, why not. —I'll text our friends to come over at 7 o'clock, then. **Making simple inquiries** Are you busy tomorrow evening? —No, not at all. Why? back up best/close/true friend, -s buddy, -ies cool count on get on well with somebody go for a walk laid-back mate, -s secret, -s share support trust	**Listening** **E8.1.L1.** Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. **Spoken Interaction** **E8.1.SI1.** Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. **Spoken Production** **E8.1.SP1.** Students will be able to structure a talk to make simple inquiries, give explanations and reasons. **Reading** **E8.1.R1.** Students will be able to understand short and simple texts about friendship. **E8.1.R2.** Students will be able to understand short and simple invitation letters, cards and e-mails. **Writing** **E8.1.W1.** Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation.	**Contexts** Blogs Diaries/Journal Entries E-mails Illustrations Lists News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Tables Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students prepare a visual dictionary by including new vocabulary items.

8. SINIF / 8ᵗʰ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 **Teen Life**	**Expressing likes and dislikes** I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. **Expressing preferences** I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online. **Stating personal opinions (Making simple inquiries)** What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can't stand it. I think it's unbearable. I rarely/seldom go to the theater. I am fond of/keen on camping. argue casual fashion, -s impressive relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable *types of music*	**Listening** **E8.2.L1.** Students will be able to understand phrases and expressions about regular activities of teenagers. **Spoken Interaction** **E8.2.SI1.** Students will be able to talk about regular activities of teenagers. **Spoken Production** **E8.2.SP1.** Students will be able to express what they prefer, like and dislike. **E8.2.SP2.** Students will be able to give a simple description of daily activities in a simple way. **Reading** **E8.2.R1.** Students will be able to understand short and simple texts about regular activities of teenagers. **Writing** **E8.2.W1.** Students will be able to write a short and simple paragraph about regular activities of teenagers.	**Contexts** Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students write a short and simple paragraph about a music band and state the characterictics of the band.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 **In The Kitchen**	**Describing simple processes** It's easy to make an omlette. Let me tell you how to make an omlette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk. Finally, pour the mixture into the hot pan. **Expressing preferences** Do you prefer cooking pizza or pasta? —I love cooking and eating pizza. —I usually prefer cooking pasta. **Making simple inquiries** Do I use two or three eggs? What can/should I use to cook soup? bake bitter boil chop flour fry ingredients kitchen tools (knife, spoon, fork, pan, plate, oven …) meal mix oil peel pour salty slice sour spicy tasty	**Listening** **E8.3.L1.** Students will be able to get the gist of short, clear, simple descriptions of a process. **Spoken Interaction** **E8.3.SI1.** Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. **Spoken Production** **E8.3.SP1.** Students will be able to give a simple description about a process. **Reading** **E8.3.R1.** Students will be able to understand the overall meaning of short texts about a process. **E8.3.R2.** Students will be able to guess the meaning of unknown words from the text. **Writing** **E8.3.W1.** Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.	**Contexts** Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Menus Notes and Messages Podcasts Posters Questionnaires Recipes Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about their favorite meal and provide the preparation process.

8. SINIF / 8ᵗʰ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 **On The Phone**	**Following phone conversations** Hello! This is … calling, is … in? May I speak to …? Is … there? Hang on a minute; I'll get him/her. Can you hold on a moment, please? I'm afraid he is not available at the moment. He has gone out. Would you like to leave a message? **Stating decisions taken at the time of speaking** I'll talk to you soon. I'll see you at the café tomorrow, then. We'll meet next Saturday, then. I'm sorry to hear that. We'll meet up later, then. I'll get back to you in an hour. [The phone rings] I will take that. available connect contact dial engaged extension get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through	**Listening** **E8.4.L1.** Students will be able to understand phrases and related vocabulary items. **E8.4.L2.** Students will be able to follow a phone conversation. **Spoken Interaction** **E8.4.SI1.** Students will be able to make a simple phone call asking and responding to questions. **Spoken Production** **E8.4.SP1.** Students will be able to express their decisions taken at the moment of conversation. **Reading** **E8.4.R1.** Students will be able to understand short and simple texts with related vocabulary. **Writing** **E8.4.W1.** Students will be able to write short and simple conversations.	**Contexts** Blogs E-mails Illustrations Lists Notes and Messages Podcasts Posters Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students work to act out a call center drama task. In groups, students are given role cards describing tasks for each. One by one they call the call center to share their problems.

8. SINIF / 8ᵗʰ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 **The Internet**	**Accepting and refusing / Making excuses** Would you like to join our WhatsApp group? —Yes, sure/That sounds great. —No, thanks. I am really busy. Why don't we chat online at two o'clock? I want to tell you something important. —I'm sorry, but I can't. My internet is broken. What do you mean? Do you mean the Internet connection? —Yes. It isn't working properly. account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete download/upload log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s website	**Listening** **E8.5.L1.** Students will be able to understand the gist of oral texts. **E8.5.L2.** Students will be able to comprehend phrases and related vocabulary items. **Spoken Interaction** **E8.5.SI1.** Students will be able to talk about their Internet habits. **E8.5.SI2.** Students will be able to exchange information about the Internet. **Spoken Production** **E8.5.SP1.** Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. **Reading** **E8.5.R1.** Students will be able to identify main ideas in short and simple texts about internet habits. **E8.5.R2.** Students will be able to find specific information about the Internet in various texts. **Writing** **E8.5.W1.** Students will be able to write a basic paragraph to describe their internet habits.	**Contexts** Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to illustrate their internet habits and hang it on the classroom walls.

8. SINIF / 8ᵗʰ GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Adventures 9	**Expressing preferences / Giving explanations and reasons** What do you prefer doing on summer holidays? —I would rather go rafting than canoeing because it is easier. —I prefer rafting to kayaking because it is more entertaining. **Making comparisons** I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports. amusing bungee-jumping canoeing caving challenging disappointing entertaining exciting extreme sports fascinating hang-gliding kayaking motor-racing paragliding rafting skateboarding take risks	**Listening** **E8.6.L1.** Students will be able to follow a discussion on adventures. **E8.6.L2.** Students will be able to understand the main points of simple messages. **Spoken Interaction** **E8.6.SI1.** Students will be able to interact with reasonable ease in short conversations. **E8.6.SI2.** Students will be able to talk about comparisons, preferences and their reasons. **Spoken Production** **E8.6.SP1.** Students will be able to make comparisons about sports and games by using simple descriptive language. **Reading** **E8.6.R1.** Students will be able to understand short and simple texts to find the main points about adventures. **Writing** **E8.6.W1.** Students will be able to write a short and simple paragraph comparing two objects.	**Contexts** Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students search the Internet and find towns/cities from Turkey where different kinds of extreme sports can be performed. They prepare a poster in which they illustrate three of those sports.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 **Tourism**	**Describing places** What do you think about Rome? Did you enjoy your trip? —It was incredible. It's truly an ancient city, and the weather was just perfect. It is in fact usually warm and sunny in Rome. **Expressing preferences** Which one do you prefer? Historic sites or the seaside? —I'd rather visit historic sites because they are usually more interesting. **Giving explanations/reasons** —I think/guess/believe/suppose it is exciting. —In my opinion/to me, it is lovely. —In my opinion/to me, it sounds/looks fascinating. **Making comparisons** —In my opinion/to me, historical architecture is more beautiful than modern architecture. —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts. **Talking about experiences** Have you ever been to …? —Yes, I have. —No, I have not. —I have been to Side before. —I have never been to Mardin. all-inclusive ancient architecture attraction, -s bed and breakfast countryside culture/cultural destination fascinating historic site, -s incredible resort, -s rural urban	**Listening** **E8.7.L1.** Students will be able to understand and extract the specific information from short and simple oral texts. **Spoken Interaction** **E8.7.SI1.** Students will be able to exchange information about tourism. **E8.7.SI2.** Students will be able to talk about their favorite tourist attractions by giving details. **Spoken Production** **E8.7.SP1.** Students will be able to express their preferences for particular tourist attractions and give reasons. **E8.7.SP2.** Students will be able to make simple comparisons between different tourist attractions. **E8.7.SP3.** Students will be able to express their experiences about places. **Reading** **E8.7.R1.** Students will be able to find specific information from various texts about tourism. **Writing** **E8.7.W1.** Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).	**Contexts** Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Maps Lists News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students interview with the peers about their holiday preferences, and then they prepare a travel plan using maps and pictures to compare each destination.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
8 Chores	**Expressing likes and dislikes** I like it when my parents give me some pocket money. I don't like it when my mom asks too many questions. **Expressing obligation** Do you have to help your parents in housework? —Well, I must help my parents to set the table. —I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights. **Expressing responsibilities** I'm responsible for cooking dinner. S/he is in charge of taking out the garbage. Don't you think it is necessary to tidy up your room? It is time to do the laundry. arrive on time clean up do the laundry doing chores iron keep quiet keep/break promises load/empty the dishwasher make the bed obey the rules return books set the table take out the garbage/trash tidy up to-do list wash/dry the dishes	**Listening** **E8.8.L1.** Students will be able to identify the main points of a short talk describing the responsibilities of people. **E8.8.L2.** Students will be able to understand obligations, likes and dislikes in various oral texts. **E8.8.L3.** Students will be able to follow topic change during factual, short talks. **Spoken Interaction** **E8.8.SI1.** Students will be able to interact during simple, routine tasks requiring a direct exchange of information. **E8.8.SI2.** Students will be able to talk about responsibilities. **Spoken Production** **E8.8.SP1.** Students will be able to express their obligations, likes and dislikes in simple terms. **Reading** **E8.8.R1.** Students will be able to understand various short and simple texts about responsibilities. **Writing** **E8.8.W1.** Students will be able to write short and simple poems/stories about their feelings and responsibilities.	**Contexts** Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students write a short paragraph explaining the responsibilities of their family members.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
Science 6	**Describing the actions happening currently** My brother and his friends are preparing a science project nowadays. They are doing some research in the library. What kind of books are you reading in these days/currently? —I am reading a science fiction novel. —Currently, I am reading a book about space travel. **Talking about past events** Scientific achievements of the past century changed the world. For example, Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar gravity. cell, -s cure, -s discover do an experiment explode explore find out genius, -es high-tech invent lab, -s process, -es result, -s safety scientific search succeed test tube, -s vaccination, -s	**Listening** **E8.9.L1.** Students will be able to recognize main ideas and key information in short oral texts about science. **Spoken Interaction** **E8.9.SI1.** Students will be able to talk about actions happening currently and in the past. **E8.9.SI2.** Students will be able to involve in simple discussions about scientific achievements. **Spoken Production** **E8.9.SP1.** Students will be able to describe actions happening currently. **E8.9.SP2.** Students will be able to present information about scientific achievements in a simple way. **Reading** **E8.9.R1.** Students will be able to understand short and simple texts about actions happening currently and in the past. **E8.9.R2.** Students will be able to identify main ideas and supporting details in short texts about science. **Writing** **E8.9.W1.** Students will be able to write simple descriptions of scientific achievements in a short paragraph.	**Contexts** Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students keep expanding their visual dictionary by including new vocabulary items. ● Students prepare a poster about scientific inventions/discoveries.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 **Natural Forces**	**Making predictions about the future (Giving reasons and results)** —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. —I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? —Yes. There won't be enough water. —No. There will be a lot of rain in the future. avalanche, -s disaster, -s drought, -s earthquake, -s erosion flood, -s global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es	**Listening** **E8.10.L1.** Students will be able to identify the main points of TV news about natural forces and disasters. **Spoken Interaction** **E8.10.SI1.** Students will be able to talk about predictions concerning future of the Earth. **E8.10.SI2.** Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. **Spoken Production** **E8.10.SP1.** Students will be able to express predictions concerning future of the Earth. **E8.10.SP2.** Students will be able to give reasons and results to support their predictions about natural forces and disasters. **Reading** **E8.10.R1.** Students will be able to identify specific information in simple texts about natural forces and disasters. **Writing** **E8.10.W1.** Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.	**Contexts** Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Weather Reports Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** ● Students complete and reflect on their visual dictionaries.

APPENDIX 1

İNGİLİZCE ÖĞRETİM PROGRAMI'NIN MODELİ (2 - 8. SINIFLAR İÇİN)

Seviyeler [ADOÇEP*] (Saat / Hafta)	Sınıf	Hedef Beceriler	Ana Etkinlikler/Stratejiler
1 **[A1]** **(2)**	2	Dinleme ve Konuşma	Tüm Fiziksel Tepki (TFT)/ El işleri/Drama
	3	Dinleme ve Konuşma Çok Sınırlı Okuma ve Yazma°	
	4	Dinleme ve Konuşma Çok Sınırlı Okuma ve Yazma°	
2 **[A1]** **(3)**	5	Dinleme ve Konuşma Sınırlı Okuma° Çok Sınırlı Yazma°	Drama/Canlandırma
	6	Dinleme ve Konuşma Sınırlı Okuma° Sınırlı Yazma°	
3 **[A2]** **(4)**	7	**Birincil:** Dinleme ve Konuşma **İkincil:** Okuma ve Yazma	Tema ∞
	8	**Birincil:** Dinleme ve Konuşma **İkincil:** Okuma ve Yazma	

* ADOÇEP = Avrupa Dilleri Öğretimi Ortak Çerçeve Programı

° Bu işaretin olduğu kutularda yer alan çok sınırlı olarak belirtilen beceriler, basit ve kısa sözlü/yazılı metinleri ve materyalleri ifade etmektedir. Örneğin 2-4. sınıflarda ana hedef dinleme ve konuşmanın geliştirilmesidir. Cameron'un (2001) dediği gibi çocuklar için konuşma dili çocuğun ilk karşılaştığı, anladığı, pratik yaptığı ve öğrendiği dildir (s. 18). Dolayısıyla okuma ve yazma becerilerini geliştirmeye yönelik etkinlikler sözcük düzeyini geçmemelidir (Örnek: Çocuklar kedi resminin altına "cat" yazabilir). Buna ek olarak, sınırlı olarak belirtilmiş becerilerde 25 sözcüğe kadar okuma ve yazma etkinlikleri yapılabilir. Örneğin 5 ve 6. sınıflarda okuma etkinlikleri cümle düzeyine çıkabilir, 7 ve 8. sınıflardaki yaşca büyük öğrenciler okuma-yazma etkinliklerine ait temel bilgileri edindiklerinden okuma ve yazmayı dil öğreniminin önemli bir parçası olarak kullanabilirler.

∞ Tema bazlı öğretimin temel özellikleri şunlardır: Yüksek düzeyde bağlamlandırılmış öğrenme ortamı, bir konu çerçevesinde ele alınan sözcük ve dil bilgisi yapıları, anlamlı duruma dayalı öğrenmeyi sağlayan ders konusuna (Örnek: Bilim insanları, coğrafya, evdeki sorumluluklar vb.) göre seçilmiş tema ile bütünleşen beceriler ve etkinliklerdir.

APPENDIX 2

İNGİLİZCE ÖĞRETİM PROGRAMI'NIN UYGULANMASINA DAİR ÖNEMLİ HUSUSLAR

Sınıftaki öğrenme ortamımız aşağıdaki iletişimsel özelliklere dayandırılmaktadır:

• İletişim mümkün olduğunca İngilizce yürütülür.

• İletişim gerçek anlam oluşturmaya odaklıdır.

• Öğrenciler gerçek yaşamda o dili konuşan ülkelerdeki insanlar gibi dinleme ve konuşma eylemlerinde bulunurlar.

• Öğrenciler gelişen İngilizce becerilerini öğrenmenin her alanında kullanırlar.

• Öğrenciler görsel ve işitsel araçlar yardımıyla hedef dilde kullanılan yapı ve sözcüklerle sürekli olarak karşılaşırlar.

• Öğrenciler dili, el işleri, tüm bedensel tepki ve drama etkinlikleriyle eğlenceli bir şekilde kullanırlar.

• Öğrenciler İngilizce öğrenirken kendi ana dillerine de saygı duyar ve ana dillerini, gelişimlerinin önemli bir parçası olarak görürler.

• Ana dilin kullanımı yasaklanmaz ve engellenmez. Ana dili gerektiğinde kullanılır (Örneğin karmaşık yönergeler verirken, zor yapıları açıklarken).

• Öğrenciler kendilerini jest, mimik gibi olumlu pekiştireçlerle "anlayan" öğretmenler tarafından desteklenir ve yönlendirilirler.

• Öğretmenlerin sınıfta bulunma nedeni İngilizce (ve gerekirse Türkçe) iletişim kurmalarıdır.

• Öğrenmenin amacı belirli bir zaman aralığında Öğretim Programı'ndaki konuları işleyip bitirebilmek yerine kurulan iletişimi derinleştirmeye çalışmaktır.

• Öğrenciler iletişim kurarken hata yapmaları hâlinde uyarılmaz ve düzeltilmez. Öğretmenler iletişimin devamlılığına odaklanarak öğrencilerin hatalarını daha sonra düzeltirler.

• Öğrenciler daha önceki derslerde karşılaştıkları işlev ve bilgileri tekrar tekrar kullanırlar ve böylece bilgi ve becerilerini taze tutarlar.

• Öğrenciler kendilerini zorlayan ama yapılabilir etkinliklerin üstesinden başarıyla gelerek motivasyonlarını artırırlar.

• Öğrenciler okul içinde ve dışında paylaşılacak ürünler ortaya koyarlar.

• Veliler sürecin bir parçası olmaları için cesaretlendirilirler ve veli toplantıları aracılığıyla çocuklarının öğrenme sürecinden haberdar olurlar.

• Öğrenciler "bir dil hakkında bir şeyler öğrenmek" yerine "o dille bir şeyler yaparak" İngilizce iletişim becerilerini geliştirirler.

• Kitap yazarlarının ve materyal geliştirme uzmanlarının Öğretim Programı'nda bahsedilen değerlere ve temel yeterliklere bağlam tercihlerinde yer vermeleri gerekmektedir.

• Kitap yazarlarının ve materyal geliştirme uzmanlarının Öğretim Programı'nda bahsedilen değerleri ve temel yeterlikleri ders materyallerinde örtük bir biçimde sunmaları gerekmektedir.

APPENDIX 3

2 VE 3. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI - UYGULAMA ÖNERİLERİ

• Bilinenden bilinmeyene doğru gidiniz. Özellikle Türkçe ve İngilizcede ortak olan sözcüklerden yararlanarak derse başlayınız (Örneğin doctor, zebra, lemon vb.). Çocukların sevdiği ve bildiği medya ve kültür ögelerine de öncelik veriniz.

• Çocuklara İngilizcenin kolay ve çok zevkli olduğunu hatırlatınız.

• Çocukların yaptıkları hataları anında düzeltmeyiniz. Ancak bu hataları not ederek ve kendiniz doğrusunu sık sık kullanarak sınıfa hatırlatınız.

• 2. Sınıf Öğretim Programı'nda gerek sözcük gerekse yapı çeşitleri en az seviyede tutulmuştur. Bunun iki temel nedeni vardır. Birincisi, öğrencilere yaptırılan etkinliklerle İngilizceyi sevdirerek motivasyonlarını ve dile olan ilgilerini artırmaktır. İkincisi ise içerikten çok iletişime ağırlık vermektir. Dolayısıyla derslerde etkinlikler eğlenceli ve öğretici geçiyorken öğrencilerle soru-yanıt ve tekrar kullanım yoluyla iletişim kurmaya gayret ediniz.

• Öğretim Programı sarmal olarak düşünülmeli ve öyle uygulanılmalıdır. Öğrencilerin önceki öğrenmelerini hatırlatınız ve öğrenmelerin kalıcılığını desteklemek için daha önceki etkinlik şarkı ve kelimeleri kullanınız.

• Öğrencilere sık sık evlerinde ailelerine öğrendikleri şarkıları söylemelerini öneriniz. Velilerle görüşerek çocuklarını yüreklendirmelerini ve onları takdir etmelerini hatırlatınız.

• İngilizce konuşurken "headlines" kullanmaya özen gösteriniz (Bir fikri veya mesajı iletmek için yalnızca birkaç içerik sözcüğünü kullanmak ki çoğunlukla nesnelerin vurgu ve tonlama ile zenginleştirilerek isimlendirilmesi yoluyla olur.). Örneğin

Are you thirsty? "Water?" / Are you having fun "Fun?"

Take out your crayons. "Your crayons!" / It's easy, isn't it? "Easy, huh?"

• 2 ve 3. Sınıf Öğretim Programlarında 4 temel beceriden okuma ve yazma öğretimi geliştirilmesi gereken hedefler arasında değildir. Öğrencilerin İngilizce defterleri olmamalıdır. Öğrenciler şarkı sözlerini dinleyerek ve tekrar ederek öğrenmelidir. Şarkı sözlerini veya sözcükleri öğretmek için okuma ve yazma yolu seçilmemelidir.

• Öğretmenin sesli okuması bu düzey öğrenciler için ilgi çekicidir. Onlara şarkı sözlerini dahi dramatizasyon ve jest-mimik kullanarak, tonlayarak, taklit ederek ve vurgulamalara dikkat ederek okuyunuz.

• Üniteler/temalar arasında geçiş akıcı olmalıdır. Her ne kadar sırayla gidilecek olsa da bir sonraki ünite/tema önceki ünitede/temada öğrenilenlerle ilişkilendirilmeli ve böylece birbirlerine entegre edilmelidir.

• Kültürel farkındalıklara dikkat ediniz. Bunu yaparken eğitimsel ve kültürel olarak çocuklarda yanlış davranış ve alışkanlıklar oluşturabilecek etkinlik ve hareketlerden uzak durunuz.