

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Talim ve Terbiye Kurulu Başkanlığı

İLKÖĞRETİM İNGİLİZCE DERSİ
(4, 5, 6, 7 ve 8. SINIFLAR)
ÖĞRETİM PROGRAMI

ENGLISH LANGUAGE CURRICULUM
FOR PRIMARY EDUCATION
(GRADES 4, 5, 6, 7 and 8)



ANKARA- 2006



“Öğretmenler;

Cumhuriyet sizden fikri hür, irfanı hür, vicdanı hür nesiller

ister.”

Mustafa Kemal ATATÜRK

İLKÖĞRETİM İNGİLİZCE DERSİ (4, 5, 6, 7 ve 8. SINIFLAR)
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TÜRK MİLLÎ EĞİTİMİNİN GENEL AMAÇLARI

1739 sayılı Millî Eğitim Temel Kanunu'na göre Türk Millî Eğitiminin Genel Amaçları:

1. Genel Amaçlar

Madde 2. Türk Millî Eğitiminin genel amacı , Türk milletinin bütün fertlerini;

1. Atatürk inkılâp ve ilkelerine ve Anayasa'da ifadesini bulan Atatürk milliyetçiliğine bağlı; Türk milletinin millî, ahlaki, insani, manevi ve kültürel değerlerini benimseyen, koruyan ve geliştiren; ailesini, vatanını, milletini seven ve daima yüceltmeye çalışan; insan haklarına ve Anayasa'nın başlangıcındaki temel ilkelere dayanan demokratik, laik ve sosyal bir hukuk devleti olan Türkiye Cumhuriyeti'ne karşı görev ve sorumluluklarını bilen ve bunları davranış hâline getirmiş yurttaşlar olarak yetiştirmek;

2. Beden, zihin, ahlak, ruh ve duygu bakımından dengeli ve sağlıklı şekilde gelişmiş bir kişiliğe ve karaktere, hür ve bilimsel düşünme gücüne, geniş bir dünya görüşüne sahip; insan haklarına saygılı; kişilik ve teşebbüse değer veren, topluma karşı sorumluluk duyan; yapıcı, yaratıcı ve verimli kişiler olarak yetiştirmek,

3. İlgi, istidat ve kabiliyetlerini geliştirerek gerekli bilgi, beceri, davranış ve birlikte iş görme alışkanlığı kazandırmak suretiyle hayata hazırlamak ve onların, kendilerini mutlu kılacak ve toplumun mutluluğuna katkıda bulunacak bir meslek sahibi olmalarını sağlamak;

Böylece, bir yandan Türk vatandaşlarının ve Türk toplumunun refah ve mutluluğunu artırmak; öte yandan millî birlik ve bütünlük içinde iktisadi, sosyal ve kültürel kalkınmayı desteklemek ve hızlandırmak ve nihayet Türk milletini çağdaş uygarlığın yapıcı, yaratıcı, seçkin bir ortağı yapmaktır.

TÜRKÇE AÇIKLAMALAR

Günümüz dünyasında çok dillilik özendirilmektedir. Çünkü ülkelerin, uluslararası ilişkilerini, sosyal, siyasal ve ekonomik alanlarda daha ileri götürmek için yabancı dil bilen insanlara ihtiyacı vardır. Ülkemizde İngilizce öğretiminin amacı zaten ana dilleri aynı olan Türklerin kendi aralarında iletişim kurmalarını sağlamak değil, Türk vatandaşlarının diğer ülke vatandaşları ile anlaşmalarını sağlamak için ortak bir dili etkin şekilde kullanmalarına hizmet etmek ve bu sayede ülkemizin politik, bilimsel, askerî, ekonomik ve sosyal alanlarda hak ettiği ileri düzeye çıkmasını kolaylaştırmaktır.

Dil öğretiminde son yaklaşımlarda dikkatlerin “üründen” “süreç”e kaydığını görüyoruz. Son yıllarda öğretmen merkezli yaklaşımlardan öğrenci ve öğrenme merkezli yaklaşımlara geçildiğini göz önüne alarak, program tasarımlarında süreç odaklı yaklaşımların benimsenmesi gerektiği söylenebilir. Süreç odaklı yaklaşımlardaki temel hipotez, her dil davranışının altında, öğrencilerin söylemi anlamak veya üretmek için kullandıkları belirli beceri ve stratejilerin olduğudur. Öğrenme ortamı önemlidir çünkü öğrenciler öğrenme ortamlarında yeteneklerinin ve potansiyellerinin farkına varırlar. Öğrenmenin nasıl meydana geldiğini anlamak da çok önemlidir, çünkü bu, öğrencileri hedef dil görevleri ile kendi başlarına başa çıkmaya özendirir. Böyle bir şey öğrenciye bağımsız çalışmayı öğrettiği için ders dışında da öğrencilerin işine yaramaya devam eder.

Amaç, öğrencinin dili doğru ve uygun kullanma yeteneğini artırmak olduğu için, program geliştirme yaklaşımlarının güçlü yönleri bir araya getirilerek izlenilen türlerinin hepsinden yararlanılabilir. Böylelikle ortaya çıkarılan program yaklaşımına karma yaklaşım denmektedir. Bu programda **yapısal** (dilbilgisi yapıları), **durumsal** (iletişim ortamları), **konu odaklı**, **kavramsal/işlevsel** (Dilbilgisi Kuralları/Kavramlar+Yapılar ve Kullanım/Tutarlı Söylemde İşlevler), **süreç/görev odaklı** (öğrencinin gerçek dünyadaki dil problemleriyle ilgili görevler) ve **beceri odaklı** (dilsel ve akademik beceriler) yaklaşımlardan yararlanılmıştır.

Karma tip program geliştirme modeli kullanıldığında, Avrupa Dil Pasaportunu (ELP)’ nun programla kolayca bütünleşebileceği görülmektedir. ELP, öğrencilerin iletişim yeterliklerini geliştirmeyi amaçlayan her yabancı dil programını desteklemektedir. Dolayısıyla programda iletişimsel yön (işlevler ve kavramlar) bulunmalıdır. Ayrıca, ELP’in pedagojik işlevleri – *dil öğrenme sürecini öğrenciler için daha saydam yapmak, düşünme ve kendini değerlendirme kapasitelerini geliştirmelerine yardımcı olmak ve böylece yavaş yavaş onların kendi öğrenimleri için daha çok sorumluluk üstlenmelerini sağlamak* – dil öğretimindeki çağdaş yaklaşım ve yöntemlerde vurgulanan öğrenmeyi öğrenme ve eleştirel düşüncüyü geliştirme konularıyla da örtüşmektedir. Bundan dolayı, gerek dil gerekse çalışma becerileri ve görevler programda yer almalıdır.

Bu program için sarmal format (cyclical format) tercih edilmiştir. Çünkü bu format öğrencilerin ve öğretmenlerin aynı konuyu birden fazla çalışabilmelerini sağlar. Bu şekilde bir konunun bir defa ele

alınıp sonra unutulmaya terk edilmesi önlenmiş olur ve aynı konu değişik zamanlarda değişik görünümle tekrar edilerek pekiştirilir.

Hangi yaşta olurlarsa olsunlar çocukların anlaşılır, gelişim düzeylerine uygun, farklı kaynaklardan tekrar edilen doğru (uygun kelime seçimi ve telaffuz ile dilbilgisi olarak düzgün) girdiye ihtiyaçları olduğu unutulmamalıdır. Çocuklar dili işlevsel ve iletişimsel yönü ile öğrenmek isterler. Ancak dilin doğru olarak modellenmesi ve çocuğa pratik yapmak için bol bol fırsatlar verilmesi gerekir. Çocuğun dili kullanırken kendini rahat hissedebilmesi için sınıf ortamının destekleyici ve güdüleyici olması gerekir. Buna ek olarak iletişimsel ve gerçekçi dil kullanımı da çocuğun dili kullanması için daha doğal bir ortam yaratacaktır. Çocuğun bilgi sahibi olduğu konuları temel almak ve bunlar hakkında sık sık konuşmak yararlıdır. Çocuk yanlış yaptığında direkt düzeltme yerine uygun ve zengin dönüt verme (doğal iletişim akışını bozmadan düzeltme ve dönüt verme) yöntemi seçilmelidir.

Çoğu öğretmen, çocukların grup çalışmasından (diğer öğrencilerle çalışmaktan) hoşlanacaklarını düşünür. Ancak durum böyle değildir. Bir eşle veya grupla çalışmak pek çok sosyal beceriyi gerektirir. Bazen özellikle çok küçük yaşta dil öğrenen öğrenciler tek başlarına çalışmayı tercih ederler, çünkü paylaşmak ve paylaşarak çalışmak uygun sosyal gelişim düzeyi gerektirir. Çocuklar başkalarının bulunduğu bir ortamda bir şeyler yapmaktan hoşlanırlar fakat ben merkezli oldukları için bireysel etkinlikleri tercih ederler. Takımlar hâlinde oyun oynamak, iş birlikçi ve destekleyici çalışma için gerekli olan sosyal becerileri artırmak ve birbirlerine yardımcı olabilmeleri için çocuklara bol bol fırsat verilmelidir.

Tablo 1: 10-12 yaş

Özellikler	Sınıf içi uygulamalar	Gereksinimler
Çok uzun süre dikkati bir noktada toplayamazlar	Farklı tip alıştırmaların kullanılması önerilir	Dikkat ve sorumluluk isteyen işlemlerle uğraşma fırsatı verilmelidir.
Çevreyle ilgili artan bilgi birikimine sahiptirler.	Daha geniş yelpazede konu başlığı kullanılabilir.	İnternette veya diğer kaynaklardan bilgi edinmek için girişimler ve araştırma cesaretlendirilmelidir.
Öğrenmeyi daha ciddiye alırlar.	Sorumluluk verilebilir ve bağımsız öğrenme yolları öğretilebilir.	Bağımsız hareket edebilme şansı tanınmalıdır.
Yetişkin değil çocukturlar.	Sınıfta güvenli bir ortam yaratılmalı, gülüp eğlenmeye fırsat verecek alıştırmalar yapılmalıdır.	Öğretmenin onların ihtiyaçlarına ve ruh hâllerine duyarlı olması gerekir.
Yaş gruplarıyla daha iş birlikçi bir tutum sergilerler.	Daha fazla grup çalışması yapılabilir.	Derste kendi kendine çalışma, eşli çalışma, grup çalışması gibi değişik gruplamalara yer verilmelidir.
Bilişsel, motor ve sosyal becerileri gelişmiştir.	Daha zorlayıcı etkinlikler kullanılmalıdır.	Zekâ oyunları türünde alıştırmaları severler.
Kendi öğrenme stratejilerinin farkına varırlar.	Bireysel farklılıkları göz önünde tutan alıştırmalar kullanılmalıdır.	Öğrenme deneyimlerini kişiselleştirebilme şansı verilmelidir.

Ergenlik, 11-12 yaşından başlayarak 5-6 yıl süren, beyin ve bedenin değişmesiyle sonuçlanan bir dönemdir. Diğer bir deyişle ergenlik, bir değişim, araştırma ve keşfetme dönemidir. Bu dönemde genç, bireysel deneyimlerini artırır, kişiliğini keşfeder, ahlaki değerleri ve sosyal kuralları sorgular ve bilişsel becerilerini geliştirir. Ergenlik zaten zor bir dönem olduğu için bu gruba öğretmek de kolay değildir. Bedensel ve zihinsel birçok değişim geçirmekte olan ergen, alışkanlıklarını, zevklerini, aile içi ve okul içi ilişkilerini yeniden yapılandırmaktadır. Bir yazar, büyümeyi “eğlence gibi basit bir kavramın yerini başarı ve başarısızlık, hayal ve gerçek, özgürlük ve sorumluluk, toplum ve birey, ahlak ve ahlaksızlık, ruh ve beden gibi kavramların aldığı yeni bir dünya” olarak tanımlamaktadır.

Doğal olarak, ergenler için bireysel ve kültürel özellikleri dikkate almadan genelleme yapmak tehlikeli olacaktır. Ergenin olgunlaşma düzeyinde kültürden kültüre ve bireyden bireye belirgin farklılıklar vardır. Ancak bu gruba öğretmenlik yapacak kişi esnek ve sabırlı olmalıdır. Ayrıca sınıfta bir grup dinamiği yaratmak en az uygulanan dil etkinlikleri kadar önemlidir. Bilindiği gibi etkin dil kullanma becerileri kazanmak sosyal becerilerle yakından ilgilidir.

Aşağıda ergenlerin etkili öğretimi için bazı öneriler verilmiştir:

- Ergenlerin çoğunluğu pop müzikle ilgilenir. O hâlde onların hoşuna giden müziği kullanarak dili öğretmek daha ilgi çekici olacaktır.
- Ergenler havalı ve karizmatik görünmeyi severler. Bu sebeple spor, medya ve eğlence gibi alanlardan konular kullanmak hoşlarına gidecektir.
- Ergenler, diğer insanlarla değişik ilişkiler kurmayı keşfederler. Bu sebeple grup çalışması, bireylerin daha az gergin ve daha çok iş birlikçi bir atmosferde sınıf arkadaşları ile etkileşimde bulunmasına olanak verecektir.
- Ergenler kişiliklerini (bazen birden çok kişiliğe sahip olabilirler) tanımlamaya başlamışlardır. Rol yapma etkinlikleri, ergenin başka birinin kimliğine bürünerek rahatça değişik duyguları ifade etmesine yardımcı olur.
- Büyüme sürecinin en önemli unsurlarından biri de bireyin kendi davranışlarının sorumluluğunu üstlenmeyi öğrenmesidir. Dil öğretiminde ise öğrenme stil ve stratejilerinin farkına varma, ergenin kendi öğrenme sorumluluğunu üstlenmesine yardımcı olacaktır.
- Ergenler ilgi duydukları alanlarda detaylı bilgiye sahiptirler. Bu sebeple öğrencilerin sınıf dışı ilgi ve bilgilerini derse aktarmalarını sağlamak yararlı olacaktır.
- Çeşitlilik, sınıfın tekdüze yaşantısına renk getireceğinden farklı etkinliklerin kullanılması, derse ilginç ve esprili bir hava katılması önerilmektedir.
- Ergenler, bedenlerindeki değişiklikleri keşfetme sürecinde olduklarından sınıf içinde hareket etme fırsatı veren etkinlikler tercih edilmelidir.

- Sınıf içinde seviye açısından değişiklikler olabilir. Ancak iyi sınıf yönetimi becerileriyle donatılmış bir öğretmen çok kalabalık sınıflarda dahi sıkıntı çekmeyecektir.
- Türkçe kullanımından kaçınılmalıdır. Ancak öğretmen yabancı dilde başa çıkamayacağını düşündüğü çok ciddi bir disiplin sorunu ile karşılaştığında Türkçe kullanabilir.
- Oyunlar sınıfta dil kullanımı için anlamlı bağlam yaratılması, etkileşimi tetiklemesi, yarış ve eğlence havası yaratması bakımından yararlıdır. Ancak öğretmen oyun kurallarını kısa ve anlaşılır şekilde açıklamalıdır. Bu yaş grubu için akıl ve mantık oyunları idealdir.

Ergenler, çocuklara oranla daha az ilgidir. Ayrıca daha çok disiplin sorunu çıkarabilirler. Bunun sebebi kısmen öğretmenin en baştan öğrencilerle iyi ilişkiler geliştirmemesi, öğretmek istediği bilgiler ile öğrencilerin öğrenmek istediği bilgiler arasında iyi bir köprü kuramamış olmasıdır. Eğer öğretmen iyi iletişim kurabilirse, öğrencilerin derse katılmaya istekli hâle gelmelerini sağlayabilir.

Her türlü dil becerisi etkinliği bu grup için kullanılabilir. Ancak öğretmen aşağıdaki hususlarda dikkatli olmalıdır:

- Öğrencilerin tahmin ve çıkarım yapma becerilerini kullanarak derse katılımlarının artırılması,
- Simulasyon ve dramatizasyon etkinliklerinin kullanılması,
- Oyun, popüler şarkı, bilmece, bulmaca, fıkra gibi çeşitli etkinliklerin kullanılması,
- İkili çalışma ve grup çalışması yapılması,
- İyi tanımlanmış ve daha önce denenmiş etkinliklere yer verilmesi,
- Öğrenci otonomisini artıracak beceri geliştirme ve eleştirel düşünme çalışmalarına olanak sağlanması,
- Öğretmen konuşma süresinin en aza indirilmesi ve öğrenci konuşma süresinin artırılması.

Bir öğretmen velilerden destek almadığı sürece birçok sorunla uğraşmak zorunda kalır. Bu nedenle öncelikle ebeveynler dil öğretimi alanında gerçekleşen yenilikler konusunda bilgilendirilmelidir. Ancak bu sayede okulun dil öğretim politikasına, öğretmenin kullandığı yöntemlere ve tekniklere müdahâle etmemeleri sağlanabilir. Bu ebeveynler muhtemelen daha önce yaşamış oldukları dil öğrenme tecrübesini anımsayarak kendi tanış oldukları yöntemleri ve teknikleri öğretmenlere empoze etmeye çalışacaklardır. Bir iki saatlik öğretmen veli görüşmesi öğretmeni bir yıl boyunca dil öğretimi konusundaki yanlış kavramlarla ve yanlışlıklarla uğraşmaktan kurtaracaktır.

İkinci olarak velilerden çocuklarının dile ve diğer kültürlere karşı ilgi duymalarını sağlamaları için destek istenmelidir. Aileler çocuklarına ikinci bir dili konuşmaya ne kadar çok değer verdiklerini belirtmek durumundadırlar. Eğer mümkünse çocuklarına yabancı dille ilgili kitap, video ve diğer

malzemeleri temin edebilir, eğer söz konusu yabancı dili biliyorsa çocuklarına ödevlerinde ve proje çalışmalarında yardımcı olabilirler.

Amacımız; öğrencilerin ve öğretmenlerin her zaman İngilizce konuştukları bir sınıfa sahip olmaktır. Fakat bu başarılması zor bir hedeftir. Aşağıdaki öneriler yararlı olabilir;

İlk olarak, çocuklarla tüm ders İngilizce yürütülebilir. Fakat İngilizce kullanımı ilk dersin başından itibaren tutarlı olmalıdır. Tutarlı dil kullanımı (örneğin; her gerektiğinde “Open your books!” demek ve değişik kalıplar kullanmamak) çocuğun anlamasını kolaylaştırır. Ayrıca anlamı açık hâle getirmek için çokça beden dili, mimik ve jestler kullanılmalıdır. Tonlama ve vurgu da anlamı zenginleştirir. İngilizce ile disiplin sağlanabilir. Çünkü onaylanmayan bir durumu öğretmen sesi, bakışları ve duruşuyla ifade edebilir. Türkçe kullanılmasına gerek yoktur.

İkinci olarak, çocukların dil pekiştirme aktiviteleri hariç birbirleriyle konuşurken Türkçe kullanacakları gerçeğini kabul etmeliyiz. Ayrıca çocuklar İngilizce kullanımına hazır oluncaya kadar öğretmenleriyle konuşurken Türkçe kullanacaklardır. Öğretmen Türkçe konuşan çocuğu anlamıyormuş gibi davranmamalıdır. Ancak İngilizce öğretmeni olduğunu düşünerek sadece İngilizce konuşmalıdır. Bu yolla çocuklar için de iyi bir model oluşturacaktır. İngilizce iletişim kurulabildiğini görecektir. Sınıf içi aktiviteler haricinde çocuklara İngilizce konuşmaları için asla baskı uygulamamalıdır. Eğer çocuk Türkçe konuşuyor ise öğretmen ona İngilizce karşılık vermeli ve İngilizce iletişim kurmayı özendirmelidir.

Üçüncü olarak, öğretmen Türkçe kullanmak için kendisine mazeretler bulmaya çalışmamalıdır (talimat çok uzun ve zor olduğu için bunu Türkçe olarak veriyorum gibi). Dili basitleştirmeli, eğer yine de anlaşılıyorsa göstererek veya örnekleyerek anlatmalıdır. Öğretmen, Türkçe iletişim kurarsa öğrenciler için İngilizcenin çekiciliği ve iletişimsel değeri ortadan kalkacaktır.

Son olarak, öğrencilerin zekâları ve becerileri küçümsenmemelidir. Yukarıdaki önerilere bağlı kalındığında öğrencilerin konuşulan İngilizceyi anlama becerileri gelişecektir. Aynı zamanda kendi anlama becerilerine daha çok güvenir hâle geleceklerdir.

TERİMLER SÖZLÜĞÜ

Bu sözlük, öğretim programında sıklıkla kullanılan İngilizce terimleri öğretmenlerin anlamasına yardımcı olmak için tasarlanmıştır. Terimler sözlüğünde, öğretim teknikleriyle, etkinliklerle veya görev türleriyle, değerlendirme yollarıyla, dönüt ve benzeri şeylerle ilgili terimleri bulabilirsiniz. Terimler alfabetik sırayla verilmiştir.

Antonyms / Synonyms: Öğrencilere kelime grupları verilir ve bu kelimelerle eşleşen zıt anlamlıları veya eş anlamlıları bulmaları istenir. Bunlar genellikle sözcük öğretimi ya da alıştırma çalışmaları olarak kullanılır.

Art and Craft activities: Bu etkinlikler, çocukların hayal gücünü ve yaratıcılığını harekete geçirir. Ayrıca el-göz koordinasyonu gibi beceriler geliştirmelerine yardımcı olur. Bir saat ya da kukla yapımı bu tür etkinliklere örnektir. Fotoğraf çerçevesi, kart, maske, kukla, kitap ayracı, takvim, ve benzerlerini de başka örnekler olarak gösterebiliriz. Kitap yapma, renklendirme, çizim noktaları birleştirme vb. de sanat ve el sanatları aktiviteleri olarak gruplandırılabilir.

Brain Gym: Beyin jimnastiği, eğitici kinesiyoloji olarak da adlandırılır. Bu, sağ ve sol beyin bütünleşmesini daha da kuvvetlendirmenin ve böylece öğrenmeyi iyileştirmenin mükemmel bir yoludur. Beyin jimnastiği her bir elimizi ters yöndeki dizimize değdirme ya da kollarımızı ayaklarımızı vücudun önünde çaprazlamak gibi fiziksel aktiviteleri içerir. Bu tür kısa etkinlikler, tıpkı sınıf öğretiminde, ya dersin başında ya da sonunda bir tempo değişikliğine gerek duyulduğunda enerji vericilerinin kullanılabilmesi gibi, *durum kırıcı alıştırmalar* olarak da kullanılabilir. Nefes egzersizleri, öğrenciler sakinleşmeye ihtiyaç duyduklarında, beyin jimnastiği egzersizleriyle birleştirilebilir. Müzik, nefes egzersizlerine hoş bir katkı sağlar. Ayrıca müziğin sınıfta pek çok başka uygulamaları da olabilir.

Chain Drill: Her öğrenci, soru sorar, cevaplar ve bu şekilde öğrenciler bu kontrollü alıştırmayı zincirleme olarak yaparlar.

Choosing a New Identity: Öğrencilerin bir yabancı dili öğrenirken o kültürle özdeşlikler kurarak hedef kültürün bir parçası olması, öğrenmeye çok yardımcı olur. İsimler ve meslekler seçebilirler. Kısaca yeni bir kimlik ve yaşam benimseyebilirler.

Cloze Passage (Test): Sınıf içi okuma işini daha iletişimsel hâle getirmek için bir okuma metni, her beşinci, altıncı, yedinci, sekizinci veya dokuzuncu vs. kelime çıkarılarak verilebilir. Bu, okumada akıcılığı artırmak içindir. Öğrencilerin, boşlukları doldurmak amacıyla, bağlama bakarak, boşluğa gelecek kelimenin söz dizimsel, anlam bilimsel vb. yönleri hakkında tahminler yapmaları beklenir.

Communicative Activities: İletişimsel Dil Öğretimi, iletişim gerektiren gerçek yaşam durumlarından yararlanır. Öğretmen, öğrencilerin gerçek hayatta karşılaşılabilecekleri bir durum oluşturur. Herhangi bir etkinliğin iletişimsel olması için ya bilgi boşluğu ya da fikir boşluğu olmalıdır. Bilgi boşluğu aktiviteleri, bir öğrencinin, diğer öğrencilerde olmayan bir bilgiye sahip olduğu aktiviteleri belirtir. Fikir boşluğu aktiviteleri, başkalarının bir konuda ne düşündüğünü ya da ne hissettiğini öğrenmeye çalışmayı içerir ve farklı düşünceler tartışılır. Problem çözme aktiviteleri de iletişimsel aktiviteler olarak tanımlanır. Sosyalleşme amaçlı konuşmalar da bu grupta yer alır.

Conversation Practice: Öğretmen, öğrenciler hakkında bireysel sorular sorar. Bu şekilde, öğrenciler hedef dille pratik yapma şansı bulurlar. Öğrenciler de arkadaşlarına kendileri hakkında bireysel sorular sorabilirler.

Cooperative Learning: İş birliğine dayalı öğrenme, çeşitli performans düzeyindeki öğrencilerin birlikte küçük gruplar hâlinde ortak bir amaç için çalıştığı bir öğrenme yolunu belirtir. Öğrenciler, kendilerinin olduğu gibi birbirlerinin öğrenmelerinden de sorumludurlar. Böylece bir öğrencinin başarısı diğerlerinin de başarılı olmalarına yardımcı olur.

Öğretmenler, öğrenciler akademik yeteneklerine göre mümkün olduğunca heterojen olarak karışınlar diye üç, dört veya beş üyeli gruplar organize etmelidir. Öğrencilerin, gruplarını, arkadaşlık veya kliklere dayanarak oluşturmalarına izin verilmemelidir. Grupların azami derecede heterojenliği sağlanınca ve diğer gerekli şartlar yerine getirilince, başka öğretim stratejilerinde nadiren görülen düzeylerde etkileşme ve başarılı olma şansı artmaktadır. Ayrıca farklı bakış açılarına karşı daha hoşgörülü olma, diğerlerinin fikirlerini ve duygularını göz önünde bulundurma ve diğerlerinin konularını daha fazla anlama eğiliminde olurlar. Öğrenciler, kendi öğrenmelerini ve gruplarındaki diğer herkesin öğrenmelerini güvence altına almak için işbirliği yaparlar. Her bireyin ve grubun tüm üyelerinin akademik öğrenme başarısı üzerine yapılan bu vurgu, iş birliğine dayalı öğrenme gruplarını diğer grup görevlerinden ayıran bir özelliktir.

Critical Thinking: Bir amaca yönelik düşünmedir (bir görüşü kanıtlama, bir şeyin ne anlama geldiğini yorumlama, bir problem çözme). Eleştirel düşünme, öğrenme ortamında işbirliğini

cesaretlendirici ve rekabeti körüklemeyen bir düşünme yöntemidir. Temel eleştirel düşünme becerileri, **analiz, yorum, öz düzenleme, sonuç çıkarma, açıklama ve değerlendirmedir.**

Dictation: Öğretmen bir metni, değişik hızlarda 3 kez okur. İlk okuma normal hızda yapılır ve öğrenciler sadece dinler. 2. kez, öğretmen metni cümleler hâlinde okur, öğrenciler duyduklarını yazarlar. Son olarak öğretmen metni normal hızda okur, bu da öğrencilere yaptıklarını kontrol etme fırsatı verir.

Discovery Technique: Amaç öğrencilerin dilbilgisi kuralını adım adım keşfetmesidir (ödevler, dil farkındalığı aktiviteleri, resimler, sorular vb.). Böylece hem biçim hem de anlamı, bağlamdan çıkarabileceklerdir. Öğrencilere kuralları söylemektense, yönlendirme yoluyla onlardan çıkarım yapmalarını istersek neyi ne kadar anladıklarını rahatlıkla görebiliriz.

Drama and Dramatization: Drama kelimesi, sadece dönem sonu oyunu anlamına gelmez. Çünkü bu anlamda düşünüldüğünde dramanın olumsuz gibi görünen endişeli öğrenciler ve aşırı yorgun öğretmenler yönü akla gelir. Bu durumda gururlu ve mutlu olan sadece ebeveynlerdir. Aslında, drama sadece sahneleme olmayıp dil öğrenme sürecinin eğlenceli bir parçasıdır. Drama, çocukların okulda öğrendikleri basit ve mekanik dili, kişiliklerini katarak, özümsemelerini ve sevmelerini sağlar. Yabancı bir dili konuşurken utangaç olan çocuklara, arkasına saklanacakları bir karakter verir. Bu bakımdan, belki de, dramatize etmek, “drama”dan daha uygun bir sözcüktür.

Dramatize etmek, çocukların aktif öğrenmelerine katkıda bulunur. Bu yolla öğrenme, dili sıkıcı alıştırma veya tekrarlarla öğrenmeye göre daha anlamlı ve hatırlanabilir kılar. Drama ve drama aktiviteleri kullanmanın, dil öğreniminde belirgin avantajları vardır. Çocukları konuşmaya teşvik eder ve onlara beden hareketleri ve yüz ifadeleri gibi sözsüz iletişimle, sınırlı bir dil birikimiyle bile iletişim kurma şansı verir. Drama, çocukların bedenlerini, akıllarını, duygularını, dil ve sosyal iletişimlerini birçok düzeyde kullanmalarına olanak veren bir etkinliktir.

Bir metni dramatize etmek, oldukça motive edici ve eğlencelidir. Son ürün, yani sahneye konacak eser, bellidir ve çocukların bunu bilmeleri onların kendilerini güvende hissetmelerini ve belli bir hedefe doğru çalışmalarını sağlar. Çocuklar dramada kendileri rol alabilirler veya kukla kullanabilirler.

Feedback: Dönüt verirken, öğrenciler biçimden çok anlama odaklanmalıdır. Odaklanma, öğrencilerin neyi doğru yaptığı üzerine olmalıdır. Böylelikle kendilerini motive olmuş hissederler ve dili korkusuzca kullanmayı sürdürürler.

Fill-in-the blank exercise: Öğrenciler boşlukları öğrendikleri yeni kelimelerle veya sınıfta öğrenilen yeni bir dil bilgisi yapısını kullanarak doldururlar. Boşluk doldurma aktivitesinin başka bir versiyonu diyalog doldurmadır. Öğretmen diyalogun bazı satırlarını boş bırakır ve öğrencilerin bu boşlukları doldurması beklenir.

Games: Oyunlar oldukça motive edicidir çünkü eğlenceli ve ilginçtir, ayrıca uğraş gerektirirler. İş birliğini güçlendirir ve artırır. Ayrıca çocukların dünyasının doğal bir parçasıdır. Tüm dil becerilerinde uygulama yapmak ve dil öğelerini sunmak için kullanılabilirler. Oyunlar, gerçek konularda, öğrencileri anlamlı ve kullanışlı bir dille donatma imkânı sağlayan çok değerli araçlardır.

Jazz chants: Kısa şarkılar ve tekerlemeler, ritmi eğlenceli bir şekilde kullanan kısa şiirlerdir. Dersin durağanlığını giderdiği için öğrenci motivasyonunu artırır. Tekrar için eğlenceli bir yol oluştururlar. Öğretme aşamaları **Şarkılarda** (Songs maddesine bakınız) belirtilenlerle aynıdır.

Jumbled Sentences: Öğrencilere, bir metnin veya diyalogun cümleleri karışık sırayla verilir ve onlar doğru sırayı bulmaya çalışırlar (ikili ya da grup çalışmalarına daha uygundur).

Learner Autonomy: Öğrenci özerkliği, öğrenci özgürlüğü veya kendi başına yönetilen öğrenme olarak tanımlanabilir. Öğrenmede bağımsızlık, insanların sınıfta ve sınıf dışında kendi öğrenmeleri üzerinde daha fazla kontrole sahip olmalarıdır ve dil öğreniminde özerklik, dili öğrenme amaçları ve dili öğrenme yolları üzerinde insanların daha fazla seçme sansına sahip olmalarıdır. Literatüre göre, öğrenci özerkliği, kişinin kendi öğrenmesi için sorumluluğu kabul etmesi ile başlar. Öğrencilerimizi özerklik konusunda özendirmek için, öğrenme biçimlerini ve stratejilerini kavramalarını ve değişik öğrenme stilleri ve stratejilerinin farkına varmalarını sağlamalıyız.

Map Labelling: Bu teknikte, öğrencilere dinlediğini veya okuduğunu anlama alıştırmaları verilir. Öğrenciler coğrafi özellikleri yazılmamış (dilsiz veya boş) bir haritayla çalışırlar. Öğretmenin talimatlarını takip eden öğrenciler haritadaki tüm coğrafi özellikleri bulup işaretlerler.

Memorization: Öğrenciler, atasözleri, şarkı sözleri, tekerleme gibi kısa metinleri ezberlemeye özendirilir.

Miming: Vücut hareketlerini, jestleri ve yüz ifadelerini bir mesajı ifade etmek için kullanmak demektir. Tahmin oyunu olarak ya da dilin sözsüz hareketlerle nasıl kullanıldığını göstermek için kullanılabilir.

Minimal Pair: Sadece bir farklı sese sahip olan diğer yönleri özdeş olan iki kelimedenden oluşur. Öğrenciler kelimelerde anlam değişikliğine yol açan farklı sesleri belirleyebilmelidir.

Question and Answer Drill: Öğrenciler öğretmenin sorduğu sorulara çabucak cevap verirler. Amaç soru kalıplarıyla pratik yapmaktır. Resimler kullanılabilir.

Reading Comprehension Questions: Öğrenciler, okuma parçasını hangi düzeyde anladıklarını ölçen aşağıdaki 3 farklı türdeki soruları cevaplarlar:

- Metinde açıkça verilen bilgileri isteyen sorular
- Cevapları metinden çıkarılması gereken sorular
- Öğrencilerin pasajı kendi deneyimleriyle bağdaştırmalarını isteyen sorular

Reading Aloud by Students: Telaffuzlarını geliştirmek için öğretmen tarafından bulunan bir metni öğrenciler yüksek sesle okurlar. Bu metin bir okuma metninden, bir oyundan ya da bir diyalogdan bir bölüm olabilir. Sesli okumanın başka bir yolu, öğrencilerin metni farklı ruh hâlleri ile okumalarıdır. Örneğin, kızgın ya da mutlu bir tarzda okuyabilirler.

Reading Aloud by Teacher: Sesli okuma öğretmen tarafından 2 şekilde yapılabilir: a. Birinci dinleti ve b. İkinci dinleti. Birinci dinleti yavaş ve dramatize edilerek yapılır, öğrenciler okuma parçasını kendilerine dağıtılan ve üzerinde metin ve çevirisi bulunan bir kâğıttan takip ederler. Arka planda çalınan müzik, tercihen Romantik dönemin başına ait bir klasik olabilir. İkinci dinletide, öğretmen metni normal bir hızda okur ve öğrenciler gözleri kapalı olarak dinlerler. Arka plandaki müzik, Klasik Barok öncesi döneme ait bir müzik parçası olabilir.

Recognizing Cognates: Öğrencilere her iki dilde ortak olarak kullanılan kelimeleri (cognates) veya öyle görünen kelimeleri fark etmeleri öğretilir. Aynı anlamda kullanılan kelimelere örnek olarak, (true cognates) spaghetti / spagetti, television / televizyon, train / tren sözcüklerini gösterebiliriz.; farklı anlamlarda kullanılan kelimelere (false cognates) ise toast / tost, apartment / apartman, sympathy / sempati gibi sözcükler örnek gösterilebilir.

Rol-play: Öğrenciler, öğretilen hedef dilde belli rolleri oynayabilirler. Onlara roller verilir ve bu rolleri oynamaları için de süre tanınır. Canlandırdıkları kişiler hakkında diyalog da yazabilirler. Örnek olarak, bir partide karşılaşan insanlar rolüne bürünerek konuşmak ya da yazmak düşünülebilir. Amaç

öğrencilerin dili doğal bir şekilde kullanabilmelerini sağlamaktır. Canlandırarak okuma, şarkı söyleme ve dramatizasyona da başvurulabilir.

Self-Correction: Öğretmen öğrencileri doğrudan düzeltmez. Bunun yerine, öğrencilerin kendilerini düzeltmeleri için aşağıdaki yollardan birini kullanabilir:

- a. Öğretmen 2 seçenek verir (öğrencinin dediği ve doğru cevap) ve öğrenciye ikisinden birisini seçmesini söyler.
- b. Öğretmen, öğrencisinin bir hata yaptığını ve ondan düzeltilmesini istediğini belli etmek için, sorgulayan bir ses tonuyla öğrencinin ağzından çıkanları tekrarlar.
- c. Öğretmen öğrencinin dediklerini tekrarlar fakat hatadan hemen önce durur ve böylece öğrenciye hangi kelimenin yanlış olduğunu belli eder.

Skimming and Scanning: Göz gezdirme (ana fikri bulmak için okuma) ve **tarama** (özel bir bilgiyi bulmak için okuma), öğrencilerin metinlerden *ihtiyaç duydukları bilgileri* alabilmesi için hızlı ve etkili tekniklerdir. Bu tekniklerle, bir metni ayrıntılı olarak birçok kez okumak zorunda kalmayız. Genellikle, bir metni ihtiyacımız olan bilgiyi edinmek için okuruz, bu yüzden okurken seçici davranırız.

Small Group Tasks: Öğrenciler, görevi ikiye ikiye veya kümelere ayrılarak yaparlar. Birbirleriyle öğrendiklerini ve yaptıklarını paylaşırlar. Görevler; bilgi-boşluğu, fikir-boşluğu ve mantık-boşluğu (reasoning) aktiviteleri gerektirebilir.

Songs: Çocuklar şarkıları sever ve doğal yaşantılarında birçok şarkı öğrenirler, bu yüzden şarkılar, çocukların kendilerini rahat hissetmelerini sağlar. Şarkılar ve müzik derse çeşitlilik katar. Şarkı, alıştırmaları eğlenceli hâle getirir ve öğrencilerin dili bizim onlardan istediğimiz şekilde kullanmalarını sağlar. Şarkı söylemek, neşeli ve stressiz bir etkinliktir ve sınıftaki olumlu öğrenme ortamına katkıda bulunur. Şarkılar dilin hatırlanabilir olmasına yardım eden birçok tekrar içerir. Şarkı kullanımı esnekler. Şarkı, her öğretim amacı için dersin her aşamasında kullanılabilir.

Storytelling / Story Reading: Çocuklar, motive edici ve eğlendirici oldukları için, öykü dinlemeyi severler. Öyküler, öğrenmeyi sürdürmek için ilgi uyandırır. Öyküler, hayal gücünü çalıştırarak çocukların kendi yaratıcı güçlerini geliştirmelerine yardımcı olurlar. Çocukların, hayal olanı gerçek dünyayla bağlamalarına yardım eder. Ayrıca, çocuklar öykülerin çoğuna aşinadır. Bu yüzden öykülerle çalışırken alışık oldukları bir bağlamda çalışmış olurlar. Öğretmenler, ayrıca resimli öyküler kullanabilir ve öğrencilerden görsel materyaller kullanarak öyküyü yeniden anlatmalarını isteyebilir.

Tasks: Görev, dil kullanımı için doğal bir ortam sağlar. Öğrenciler birbirleriyle etkileşimde bulunarak ve gerçek dünyadaki davranışları prova ederek bir görevin tamamlanmasına çalışırlar. Görevler, öğrencinin dili araç veya amaç olarak kullanmalarını gerektirebilir. Dilin amaç olduğu görevlerde, öğrenciler dili kullanır ve pratik yapar. Bunlara örnek olarak, başvuru formu doldurma, eşleştirme etkinlikleri ve resimli hikâyeler verilebilir. Dilin araç olduğu görevler ise, örneğin bir origami çalışması yapmak veya kart hazırlamak gibi, öğrencinin dilsel verileri izleyerek dilsel olmayan somut bir ürün ortaya çıkarmasıdır.

Task-based Learning: Görev temelli öğrenmede odak, biçim üzerinde fazla durmadan iletişimsel etkinlikleri yürütmektir. Öğrenciler, biçim hakkında endişe duymadan iletişimsel etkinlikler yaparak işe başlarlar. Öğrenciler görevi yaptıktan sonra, onu nasıl başardıklarını rapor eder ve tartışırlar. Dilin biçimsel özelliklerine vurgu ancak en sonda yapılır.

Total Physical Response (Using Commands to Direct Behaviour): Öğrenciler öğretmenden sözlü komutları alır ve uygularlar. İlk olarak öğretmen eylemleri gönüllü öğrencilerle birlikte yapar sonra sadece öğrencilere yaptırır. Bu aşamadan sonra, sınıfın geri kalanı, eylemi ilk olarak öğretmenin yapması kaydıyla gerçekleştirmeye ve daha sonra da öğretmenin sözlü komutlarını dinleyerek yapmaya hazırdır. Sonraki aşamalarda bir rol değişimi olabilir. Öğrenciler öğretmene ya da arkadaşlarına komut verebilirler.

Transformation Drill: Öğrenciler, cümlelerde, soru şeklini düz yapıya, etken çatıyı edilgen çatıya çevirmek gibi değişiklikler yaparlar.

Visualisation: Bu teknik, bir hedefe yönelik çalışmadan gevşemeye (rahatlamaya) kadar bir çok farklı amaç için kullanılabilir. Öğretmen hafif müzik eşliğinde bir metni okur ve öğrenciler gözleri kapalı olarak dinlerler ve istediklerini imgelerler. Diğer bir imgeleme yolu da öğrencilerin bir hedef (outcome) seçip onu zihinlerinde imgelemeye çalışmalarıdır.

FORMA SAYILARI

Mecburi İngilizce Dersleri için A Bölümleri:

DERS ADI	SINIFLAR	DERS KİTABI		ÖĞRENCİ ÇALIŞMA KİTABI		ÖĞRETMEN KILAVUZ KİTABI	
		Kitap Boyutu	Forma Sayısı	Kitap Boyutu	Forma Sayısı	Kitap Boyutu	Forma Sayısı
İNGİLİZCE	4. SINIF	19,5x27,5	8 - 10	19,5x27,5	Ders kitabının forma sayısının yarısından fazla olmamalıdır.	Serbest	Serbest
	5. SINIF	19,5x27,5	8 - 10	19,5x27,5		Serbest	Serbest
	6. SINIF	19,5x27,5	10 - 12	19,5x27,5		Serbest	Serbest
	7. SINIF	19,5x27,5	10 - 12	19,5x27,5		Serbest	Serbest
	8. SINIF	19,5x27,5	10 - 12	19,5x27,5		Serbest	Serbest

Seçmeli İngilizce Dersleri için B Bölümleri:

DERS ADI	SINIFLAR	DERS KİTABI		ÖĞRENCİ ÇALIŞMA KİTABI		ÖĞRETMEN KILAVUZ KİTABI	
		Kitap Boyutu	Forma Sayısı	Kitap Boyutu	Forma Sayısı	Kitap Boyutu	Forma Sayısı
İNGİLİZCE	4. SINIF	19,5x27,5	6 - 8	19,5x27,5	Ders kitabının forma sayısının yarısından fazla olmamalıdır.	Serbest	Serbest
	5. SINIF	19,5x27,5	6 - 8	19,5x27,5		Serbest	Serbest
	6. SINIF	19,5x27,5	8 - 10	19,5x27,5		Serbest	Serbest
	7. SINIF	19,5x27,5	8 - 10	19,5x27,5		Serbest	Serbest
	8. SINIF	19,5x27,5	8 - 10	19,5x27,5		Serbest	Serbest

NOTLAR

- 1. Kitapta yer alacak etkinlikler (boyama, kesme-yapıştırma, eşleştirme, bilmece-bulmaca, öykü resimlendirme, el işi ve sanat, noktaları birleştirme, vb.) öğrencilerin gelişim düzeylerine uygun olmalıdır.**
- 2. Programda dinleme becerisi de diğer dil becerileri ile eşit öneme sahiptir. Bu sebeple hazırlanacak kitabın mutlaka CD ile birlikte üretilmesi gerekmektedir. CD kayıtlarının yüksek kalitede olması, İngilizceyi ana dili olarak konuşanlar tarafından doldurulması, fonda bağlama/konuya uygun doğal seslerin olması şartları aranmalıdır.**
- 3. Öğretmen kitabında, ünitelerin A ve B bölümlerinin nasıl işleneceği ayrıntılı olarak açıklanmalıdır.**

ENGLISH LANGUAGE CURRICULUM

PRIMARY EDUCATION

WHY DO WE TEACH ENGLISH AT DIFFERENT LEVELS AT SCHOOLS?

In our modern world, multilingualism and plurilingualism are highly encouraged because countries need people who are equipped with at least one foreign language to better their international relations socially, politically and economically. The teaching and learning of English is highly encouraged as it has become the lingua franca, in other words, the means of communication among people with different native languages. Furthermore, English is the official working language of the United Nations and NATO of which Turkey is a member. Most of the scientific meetings, conferences, symposiums and the like are held in English. Additionally, most of the (approximately 2/3) literature in the various fields of science and technology are in English and at least half, if not more, of the business meetings and agreements, and international trade are done in English. These facts increase the general educational value of English, and make it an indispensable part of the school curriculum.

WHAT ARE THE INSIGHTS THAT WE CAN GET FROM DIFFERENT APPROACHES AND METHODS?

Language teaching proposals have been given different names according to their degrees of abstraction. Traditionally the philosophy at the level of theory and principles concerning the nature of language, language teaching and language learning is called an **approach**. As for a **method**, it is the overall plan for the instruction of the target language, which is strictly based on and consistent with the selected approach. A **technique**, on the other hand, is implementational. It is any activity that actually takes place in the classroom in harmony with the preferred method.

Until 1980s the above conceptualisations or the like were the basic considerations in language teaching. Nowadays the stress seems to have shifted from theoretical formulations to procedure. Recent trends in language teaching are typically learner-centred, that is, their starting point is no longer generalisations about language but rather the learner or learning itself. Neurolinguistic Programming (NLP), Multiple Intelligences (MI) and Whole Brain Learning (WBL) all reflect this tendency.

The twentieth century was characterized by a search for better ways of teaching foreign languages. People generally believed that solution to the language teaching problem could only be found in new approaches and methods. Linguistic theories like Structuralism, psycholinguistic theories like Piaget's Cognitivism or Chomsky's Nativism, psychological theories like Behaviourism as well as sociolinguistic and pragmatic theories have all contributed to the formulation of approaches and methods. Most applied linguists thought that a method based on a sound linguistic theory and a

learning theory could be used to teach foreign languages everywhere independently of the teaching/learning context.

The direct method replaced grammar translation in the first quarter of the twentieth century. Then starting from 1950s until 1970s the audiolingual method became very popular. With the emergence of Chomsky's transformational grammar, structuralist and behaviourist bases of audiolingualism came under fire in 1970s, and as a result, some unorthodox methods appeared especially in the United States: the silent way, total physical response, community language learning and suggestopedia. Following this period which did not last very long came communicative language teaching overshadowing all the previous approaches.

The Grammar Translation Method: The grammar translation method is still one of the most popular and favourite models of language teaching. It has been rather resistant to educational reforms and remained a standard and widely used methodology. However, one could easily say that it has hardly contributed to language learning, because it emphasizes grammatical structures rather than the learner's communicative ability in the target language. The learner remains under the influence of the mother tongue all the time because all the explanations and translation practices involve the first language. Moreover, this method is not based on any theoretical or practical research concerning the nature of language or how it is learned.

The Direct Method: Followers of this method based their teaching on phonetics and scientific grammar. They believed that foreign language learning was similar to first language acquisition. They conducted classroom instruction in the target language. They taught grammar inductively with words used frequently in daily life. They taught concrete vocabulary items through pictures and objects, and they taught abstract vocabulary items by association of ideas. The method was very popular at the end of the nineteenth century and the beginning of the twentieth. It was not easy to use, mainly because of the constraints of budget, time, and classroom size. This method did not disappear completely but eventually led to the birth of the Audiolingual Method. With its insistence on the use of the foreign language in classroom communication, this method can be compared to the "immersion" techniques of today. It had almost nothing to say about advanced learners.

The Audiolingual Method: It was based on the scientific descriptive analysis of the target language and the behaviouristic psychologists' learning theory of conditioning and habit-formation. The following are the characteristics of this method:

- Based on the descriptive, structural, and contrastive linguistics of 1950s
- Interpretation of learning in terms of stimulus and response, operant conditioning and reinforcement
- Dependence on mimicry and memorisation of set phrases
- Teaching structural patterns by means of repetitive drills
- Focus on syntax rather than on morphology
- Learning vocabulary in context

- Use of tapes and visual aids
- Focus on pronunciation
- Immediate reinforcement of correct responses

But its popularity died out after 1960s. It failed to promote communicative ability as it paid too much attention to memorisation and drilling. It ignored the role of meaning, context, meaningful use and culture in language learning.

Suggestopedia: Drawing upon Soviet psychological research on extrasensory perception, Lozanov (1979) developed a method for learning a language using relaxation as a means of acquiring new knowledge. In this method, music played a major role and followers of this method presented their lessons with classical music in the background and students sitting in comfortable seats. Only in this way could students be "suggestible."

The weaker point of this method is that we do not know what happens if our classrooms lack such facilities as comfortable seats and Compact Disk players. A relaxed mind and a comfortable atmosphere may be of help in any method not only in suggestopedia.

The Silent Way: The Silent Way, unlike Suggestopedia, is based on cognitive rather than affective arguments. It promotes a problem-solving approach to learning. The teacher remains silent – not yielding to the tendency to explain everything to the students.

The Silent Way is criticised for being very harsh, as the teacher was distant and, in general lines, the classroom environment was not conducive to learning.

Integrated Approach: Traditional methods failed to give learners an opportunity to gain realistic experience to use language communicatively. Hence integration of skills and components of language has gained importance in teaching and learning a language. This integration includes four primary skills (listening, reading, speaking and writing) and other associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning and usage.

Task-based, content-based, and communicative approaches are the common types for integration of the skills. In these approaches using pair work and group work increases student interaction and collaboration.

Communicative Language Teaching: The need for real communication has led to the emergence of the Communicative Language Teaching Approach. This approach defined the construct of communicative competence together with language functions and argued that learners are expected to be able use. Drawing the attention to the nature of styles and nonverbal communication, it encourages teachers to teach actual communication, not merely structures out of context.

The basic premises of this approach are the following:

- Focus on all of the components of communicative competence, not only grammatical or linguistic competence
- Engaging learners in the pragmatic, functional use of language for meaningful purposes

- Viewing fluency and accuracy as complementary principles underpinning communicative techniques
- Using the language in unrehearsed contexts

Based on the cognitive theory, this approach draws attention to areas neglected in audiolingualism such as creativity and meaningful use of language. Methods like Task-Based Teaching and Content-Based Teaching can be considered to be based on Communicative Language Teaching.

Brain-based Learning: This learning theory is based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur. Every person is born with a brain that functions as an immensely powerful processor. Traditional schooling, however, often inhibits learning by discouraging, ignoring, or punishing the brain's natural learning processes.

The core principles of brain-based learning state that:

1. The brain is a parallel processor, meaning it can perform several activities at once, like tasting and smelling.
2. Learning engages the whole physiology.
3. The search for meaning is innate.
4. The search for meaning comes through patterning.
5. Emotions are critical to patterning.
6. The brain processes wholes and parts simultaneously.
7. Learning involves both focused attention and peripheral perception.
8. Learning involves both conscious and unconscious processes.
9. We have two types of memory: spatial and rote.
10. We understand best when facts are embedded in natural, spatial memory.
11. Learning is enhanced by challenge and inhibited by threat.
12. Each brain is unique.

Under the light of these principles, educators should let students learn in teams and use peripheral learning. Teachers should structure learning around real problems, encouraging students to also learn in settings outside the classroom and the school building.

Neuro-Linguistic Programming (NLP): Neuro-Linguistic Programming is an extremely powerful concept in that it contains many of the positive and useful aspects of modern psychology. *Neuro* refers to how we use the neurology of the brain to express it, and in the best way that we can (linguistic), and thus be able to program our mind to think and act in different ways. This in turn will help us move toward the achievement of our goals. We may like to think of NLP as a means of achieving excellence made possible by becoming aware of the difference that makes the difference and experimenting with faith.

1. *NLP shares many of the concepts of brain-based-learning.*

Everything we experience of the world comes to us through the neurological channels of our sensory channels. When the moments in our lives, either good or bad are "experienced" they are transformed into internal experiences as images (visual), sounds (auditory), body sensations (kinesthetic), smells (olfactory) and tastes (gustatory). VAKOG in fact provides us with the natural "languages" of our brain.

2. *NLP values the expression of emotions.*

The results of recent neuroscientific research prove that emotion is as necessary as cognition for learning to take place. In other words, emotions are critical to learning. Today, we know that thought and emotion work together and function as a whole unit to enrich our knowing. If education can aim at or focus on the issues which students speak about with excitement, hope, fear, or anger, then learners will have greater success in remembering what is taught to them.

3. *NLP can engage learners in the learning process and, thus, maintain a high degree of motivation.*

Despite the fact that their attention span is short, it is easy to maintain a high level of motivation with young learners. A very simple way is to focus on the various sensory qualities of any experience in order to make them enjoyable and memorable.

4. *NLP can enhance children's creativity.*

The power to imagine can be more powerful than physical practice. In particular, by helping learners to use the unused analogical part of their brains, we can help them to become aware of what their creative capacities truly are.

5. *NLP can help children to become aware of people's inner worlds, as well as their own.*

If we track the root of kind feelings, we can see that they reach back into childhood and that affection and good will are born in labour and in care and concern for the surrounding world. NLP can sensitise young children to themselves and other people around them and train them in taking responsibility for the environment.

The Theory of Multiple Intelligences: According to Howard Gardner, human intelligence can be defined as "a set of skills that enable a person to resolve genuine problems encountered in life, and the ability to create an effective product or offer a service that is valued in a culture, and the potential for recognizing or creating problems, thereby establishing the necessity for the new knowledge". Gardner's view of intelligence suggests that all human beings possess at least eight different intelligences and the eight intelligences are as follows:

Verbal/Linguistic Intelligence is related to words and language, both written and spoken. People having highly developed verbal/linguistic intelligence like reading, telling jokes, making up stories and poetry, playing word games, creative writing, formal speaking, learning new words, and debating.

Logical/Mathematical Intelligence refers to the ability to handle chains of reasoning and to recognize patterns and order. Individuals who have highly developed logical/mathematical intelligence

enjoy solving puzzles and other problems, working with numbers and mathematical formulas and operations, figuring things out, analyzing things, and working with abstract patterns and relationships.

Musical/Rhythmic Intelligence includes the capacity to recognize and use the rhythmic and tonal patterns. Those who possess a highly developed musical/rhythmic intelligence like singing, playing musical instruments, writing songs, listening to a wide variety of music.

Bodily/Kinaesthetic Intelligence is the ability to use one's whole body to express ideas and feelings. People having this type of intelligence are good at dancing, running, swimming, working with their hands, using body language and other physical gestures, and demonstrating how to do something.

Visual/Spatial Intelligence refers to the ability to comprehend shapes and to create mental images. Individuals having a highly developed visual/spatial intelligence like reading maps, finding their way around new places, drawing, painting, making interesting designs and patterns, and building things.

Interpersonal/Social Intelligence includes the ability to communicate verbally and nonverbally, to cooperate and collaborate with others, to notice and make distinctions among other individuals, and to see things from other people's points of view.

Intrapersonal/Introspective Intelligence involves the capacity to understand your inner self, to assess your strengths and weaknesses, to reflect on your inner moods and intuitions.

Naturalist Intelligence is an individual's ability to identify and classify patterns in nature. Individuals having naturalistic intelligence are aware of their surroundings and changes in their environment, and they like field trips, expeditionary activities, hiking, camping, and other activities relating to the natural environment.

Gardner claims that each person has all these intelligences to a lesser or greater degree. All intelligences need to be equally valued and they can be taught and strengthened.

What we learn from learning styles theories and the Multiple Intelligences Theory is that not all people have the same abilities and interests; therefore, not all of us learn in the same way. As teachers, we should give our students the skills and the opportunity to use their abilities and enhance them throughout their lives. In other words, we need to help our students discover and develop their talents to become self-motivated and competent lifelong learners. They should know that we respect and support their own particular strengths.

WHICH APPROACH TO COURSE DESIGN SHOULD WE ADOPT?

Given the fact that in recent years, the shift has moved from more teacher-centred approaches to more learner and learning-centred approaches, process-oriented approaches to curriculum design should be adopted. The basic theoretical hypothesis in *process-oriented approaches* is that underlying any language behaviour are certain skills and strategies which the learners use in order to comprehend or produce discourse. The learning situation is important since learners become aware of their abilities and potential in the learning situation. Understanding how learning takes place is also important

because it motivates learners to tackle with target language tasks on their own even after the end of the course which leads to learner autonomy (independence).

In most of the Turkish schools, English is taught as an isolated subject in the curriculum; hence, a possible innovation is thought to be teaching English through a cross-curricular model. Cross-curricular studies can be a way of teaching English through content in which the target language is the vehicle of interaction and knowledge, not the subject matter. Cross-curricular studies facilitate learning, integrating all subjects through the use of foreign language, allowing learners to inquire and connect experience and knowledge. By bringing together several disciplines and making content connections across subjects (subjects: mathematics, science, arts, music, social studies, etc.) in the classroom, we can show learners that a topic is relevant, related to their real world and previous experience.

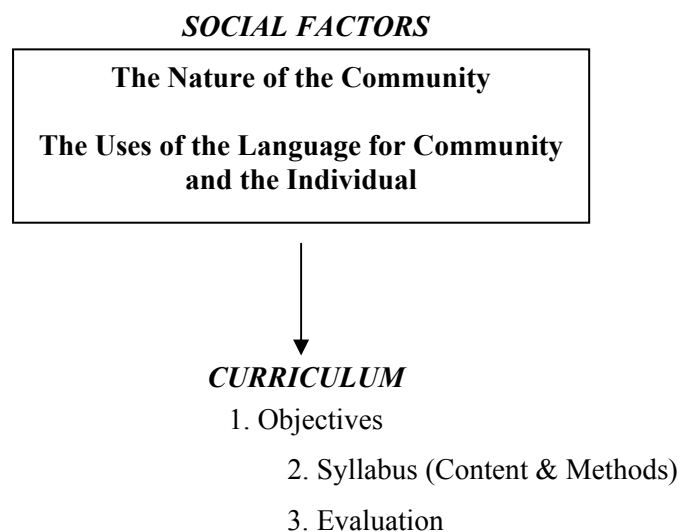
WHAT ARE THE COMPONENTS OF A COURSE?

The components of a course will be the curriculum, syllabus, and the teaching materials.

A. Curriculum

A curriculum is a statement that specifies learning objectives, the selection and sequencing of linguistic data and a way to evaluate the set objectives. It contains a broad description of general goals which reflect an overall educational-cultural philosophy. In a way it is the reflection of the national education policy. A curriculum is the result of the social factors which covers four interrelated elements: objectives, content, methods, and evaluation.

Once the skills, knowledge and attributes that the course requires have been identified, they need to be written as objectives. The way the objectives are written depends on the educational philosophy of the curriculum designer.



B. Syllabus

Syllabus is regarded as the content of a course or the subject matter to be covered. It covers the selection and ordering of linguistic data. In short, a syllabus provides information about what should be studied and how that particular content should be selected and sequenced. It must have a starting point which must be exactly where the students actually are and an end point which must be where the students will be at the end of the course.

A complete syllabus specification will include all aspects: structures, functions, situations, topics, skills, tasks. Since the aim is to promote the learner's ability to use the language correctly and appropriately, all types of syllabuses can be integrated by bringing the strengths of all of them together. In fact when this is the case, we can talk about using mixed syllabus. The mixed syllabus we aim to design will have elements taken from *the grammatical/structural syllabus* (grammatical structures), *the situational syllabus* (the context in which interaction occurs), *the topical/theme-based syllabus*, *the notional/ functional (communicative) syllabus* (Usage / Notions + Syntactic Structures and Use/ Functions in Coherent Discourse), *the procedural/task-based syllabus* (tasks that are relevant to the real world language needs of the student) and *the skills-based syllabus* (language or study/academic skills).

In fact, when we use a mixed type, we can easily integrate the ELP in our syllabus. The ELP supports any foreign language curriculum that aims to develop learners' communicative proficiency. Hence, the communicative aspect (functions and notions) should be included. What is more, the pedagogical functions of the ELP– *making the language learning process more transparent to learners, helping them to develop their capacity for reflection and self-assessment, and thus enabling them gradually to assume more and more responsibility for their own learning* – coincides with the emphasis on learning how to learn and developing critical thinking skills that are found in contemporary language teaching approaches and methods. Therefore, skills (both language and study skills) and tasks should be included in the syllabus.

CLIL (Content and Language Integrated Learning) has been accepted by the members of the European Union and will be implemented in member countries by 2010. CLIL refers to any dual-focused educational context in which a foreign language is used as a medium in teaching and learning of non-language content. This approach can be implemented in differing ways depending on the age-range and location of learners. A suggested model is:

For 6-10 year olds- “language showers” involving 30 minutes to one hour exposure per day.

For 10-14 year olds- “language encounters” involving experiential blocks of some 40 hours before or parallel to formal language instruction.

For 14-19 year olds – “academic streams” involving some 5-10 hours per week / or “competence building” for 16-19 year olds in vocational education and training.

To the extent that the Turkish national education policy and curriculum allows, the best seems to adopt a topic-based approach where topics are selected in a cross-curricular manner. The goals and objectives should be set on a functional-notional and skills-based model.

Which Syllabus Format Should Be Employed?

When designing a syllabus, what we must reconcile is that language is infinite, but a syllabus must be finite. Moreover, this finite or selected content requires some kind of organization, or format in a shape which is best suited to the objectives of the course.

The cyclical format enables teachers and learners to work with the same subject matter more than once, but each time a particular one reappears, it is at a more complex or difficult level. In the cyclical shape, the concept is that new subject matter should not be introduced once in a syllabus and then be dropped; rather, it should be reintroduced in different manifestations at various times in the course.

C. Evaluation

It is a known fact that evaluation procedures must be in line with the teaching methods and techniques. Hence, the suggested evaluation devices are all taken from the European Language Portfolio. The *Principles and Guidelines* approved by the Council of Europe (DGIV/ EDU/LANG (2000) define the three components of the ELP as follows:

- The **Language Passport** section provides an overview of the individual's proficiency in a foreign language (English, in our case) at a given point in time. The overview is defined in terms of skills and the common reference levels in the Common European Framework. It records formal qualifications and describes language competencies and significant language and intercultural learning experiences. Furthermore, it includes information on partial and specific competence. The Language Passport allows for self-assessment, teacher assessment and assessment by educational institutions and examinations boards. It requires that information entered in the Passport states on what basis, when and by whom the assessment was carried out.
- The **Language Biography** facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress. It encourages the learner to state what he/she can do in each language and to include information on linguistic and cultural experiences gained in and outside formal educational contexts. It is organized to promote plurilingualism, i.e. the development of competencies in a number of languages.
- The **Dossier** offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport.

The school, institution or the Ministry may choose different models when recognizing such an evaluation device. One possibility is to start with the DOSSIER, in which learners are encouraged to keep the best examples of their work. They can include any evidence of their language proficiency they can show (e.g., postcards they have written, letters, essays, projects, audio or video recordings, lists of books they have read, certificates, diplomas, etc.). At a somewhat later stage, learners may be

introduced the BIOGRAPHY component. They may be guided to start setting their own learning targets and reviewing their learning progress. Later still, the PASSPORT can be introduced. Learners can be shown how to come to terms with their developing linguistic identity by engaging in self-assessment based on the Council of Europe's common reference levels. This model seems to be the best for primary and lower secondary levels.

For the FIRST (4th and 5th grades) and SECOND (6th, 7th and 8th grades) stages of primary education, learners can stick to DOSSIER as they will not have sufficient linguistic and educational experience to move on to the BIOGRAPHY or the PASSPORT.



For younger learners, the DOSSIER may be rather like a scrap book in which target language materials are collected to complement or “decorate” the textbook and provide a focus for ownership of the foreign language learning process and the language itself. The DOSSIER can include worksheets, activities, quizzes, craft work etc. In addition to demonstrating their writing skills, learners may wish to include their speaking skills. They can do this by including an audio or video cassette in their dossier.

Most people, adults and children alike, fear anything that is called a test or an examination. The purpose of tests is to measure how much progress the learner has made in terms of the objectives of the course in question and where he stands compared to other learners locally or even nationally. The critical question is whether there is a more comprehensive and less fearful way of assessing student abilities than the standardized tests.

There has been considerable work to find an *alternative* to conventional ways of monitoring students' language progress and performance. Assumptions like the affective filter theory make people believe that tests as we know them cause anxiety and therefore they are detrimental to learning: All non conventional ways of assessment have come to be known as "alternative assessment" or "authentic assessment". One could consider the following types of assessment as authentic:

- writing assessment
- portfolio assessment
- classroom assessment
- self assessment
- teacher observation
 - anecdotal records
 - checklists
 - rating scales

- scoring rubrics
- benchmark standards

Characteristics of alternative assessment:

- It is performance-based and realistic.
- It focuses on documenting the student's progress.
- It emphasizes what students know and what they can do rather than what they do not know or cannot do.
- It is criterion-referenced rather than norm-referenced.
- It is inseparably integrated with teaching.
- It is creative.
- It measures the extent to which students can create, reflect, solve problems, collect and use information, and formulate interesting and worthwhile questions.
- It considers individual differences.

Since we propose different kinds of activities to teach English to youngsters, like singing, playing, drawing, dancing etc. in addition to reading and writing, "pen and paper" tests are no good for them. Children do not like tests or any other kinds of examination for that matter. Even if they did, ordinary tests would still be incongruent with the way we teach them. So a good solution would be "portfolio assessment" mentioned above.

One advantage of using portfolio assessment with young learners is that the teacher and the parent can discuss and review the child's development on a concrete basis rather than discuss the learner's performance in the abstract.

Portfolio assessment is particularly useful with young learners of English because it tells us what they can do. Unlike standardized tests, pupils are "evaluated on what they integrate and produce rather than on what they are able to recall and reproduce". Although there is no single definition of portfolio assessment, the main goal is to gather evidence about how students are approaching, processing, and completing real-life tasks in a particular domain.

Of course portfolio assessment has its pitfalls. First of all, it is difficult to compare an assessment to similar assessments made by other teachers in other settings. Portfolio assessment has yet to prove the ability to provide generalizable information for comparison purposes over time on a large scale basis. An attempt to use assessment for such a purpose may cost too much in terms of money and time. Teachers assess students' progress informally and their assessments may be faulty depending upon their skill as a judge of various indicators. Teachers may be influenced by unrelated factors like good handwriting.

Standardized tests are definitely more **reliable** and **valid** but unfortunately they fail to measure active skills, such as writing, speaking, acting, convincing, bargaining and many other language

functions that are considered crucial and often taught in primary schools or in any school for that matter.

Does it have to be that way though? Perhaps we can secure **reliability** and **validity** at the same time by training teachers in the following skills:

- observing, interpreting and, documenting learners' use of language
- designing classroom tests and assessment tasks
- analysing test results
- providing diagnostic feedback to learners
- evaluating the quality of tests and assessment tasks
- evaluating the quality of learners' language performances according to rating scales
- writing evaluative reports for program administrators.

Still another solution would be the inclusion of one or two standardized test scores in the student's portfolio. The contents of a portfolio are to be determined by the teacher after all. Such an approach would reduce the doubts that parents, students or the teacher might have about the reliability of portfolio assessment.

WHAT ARE ENGLISH LANGUAGE TEACHING MATERIALS?

English Language teaching materials come in three different categories: course material, supplementary materials, and additional materials.

Course material is usually the course book prepared for the learner. Course books play an important role in language classrooms where English is taught as a foreign language because course books often control the instruction as teachers and learners tend to rely heavily on them. Good course books usually come in kits in which there are **supplementary materials** such as teachers' book, workbook, audio cassettes, video cassettes, and the like. In addition to these, most publishers offer other materials such as posters, flipcharts, flash cards, puppet theatres, sample exam sheets, etc. as **additional materials** for different age groups and language levels to make teaching and learning more effective. All these supplementary and additional materials relieve the teacher from the pain of finding extra materials to reinforce what has been taught.

Teaching materials fall into three major categories:

VISUAL MATERIALS:

- a. teacher, gestures, body and hand movements, facial expressions
- b. blackboard/whiteboard,
- c. magnetboards /flannelboards /pegboards,
- d. flashcards and/or index cards,
- e. wall charts, posters, maps, plans,
- f. board games, puzzles,

- g. mounted pictures, photos, cartoons, line drawings,
- h. puppets, objects/realia,
- i. pamphlets/brochures/leaflets/flyers,
- j. equipment operation manuals,
- k. newspapers/ magazines,
- l. overhead projector and transparencies, the opaque projector,
- m. slides, filmstrips, TV programs,
- n. computer software/hardware,
- o. DVD and video cassettes.

AUDIO MATERIALS:

- a. teacher,
- b. audio cassettes,
- c. records/record players,
- d. CDs/ CD players,
- e. radio programs,
- f. multimedia lab,
- g. the language laboratory (not common today because it is extremely unnatural and not user-friendly).

PRINTED MATERIALS: These are the course book, teacher's book, and workbook (or exercise book/ activity book).

GLOSSARY

This glossary is designed to help teachers understand the terms that are commonly used in the curriculum. In this glossary, one may find the terms related to techniques, activity or task types, ways of evaluation and assessment, feedback, so on. The terms are listed in an alphabetical order.

Antonyms/Synonyms: Students are given sets of words and are asked to find antonyms (dead X alive, married X single, etc.) or synonyms (wrong = incorrect, earth = soil, etc.) that match with them. These are usually used as vocabulary teaching or practice activities.

Art and Craft activities: These activities stimulate children's imagination and creativity. In addition, they help develop skills such as hand-eye coordination. Making a weather clock or puppets are two such examples. Other examples can be making photo frames, cards, masks, puppets, bookmarks, calendars, etc. Book making, colouring, drawing, connecting the dots, and the like can also be grouped as art and craft activities.

Brain Gym: Brain gym is also called educational kinesiology. It is an excellent way of encouraging better left and right brain integration and hence improves learning. Brain gym consists of physical activities like touching each hand to the opposite knee or crossing arms and feet in front of the body. Such short activities can also be used as *break-state activities* like energizers can be used when a change of tempo in classroom teaching is needed, whether at the beginning, middle or end of class. *Breathing* exercises can be incorporated into brain gym activities when learners need to cool down. Music is a welcome addition to breathing exercises. However, music can have many other applications in the classroom.

Chain Drill: Each student asks and answers a question and students take turns like a chain in doing this controlled practice.

Choosing a New Identity: When students are learning a foreign language, it is very helpful to become a part of the target culture by forming identities of that culture. They can choose names and occupations, in short, they can adopt a new identity and life.

Cloze Passage (Test): In order to make a classroom reading task more communicative, a reading text can be given with each n^{th} (5^{th} , 7^{th} , 9^{th} , etc.) word missing. This is to increase fluency in reading. Students are expected to use contextual clues to make guesses about the syntactic category, meaning, collocations, etc. of the word to fill in the blank.

Communicative Activities: Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. For any activity to be communicative there should be either information gap or opinion gap. Information gap activities refer to those where one student has a piece of information that the other students don't. Opinion gap activities are more like discussing, expressing what you think and feel about something. Problem-solving activities are also labelled as communicative activities. Small talk is also included in this group.

Conversation Practice/Personalizing: The teacher asks questions individual questions about students. In this way, students get a chance to practice the target language. The students can also ask their peers individual questions about themselves.

Cooperative Learning: Cooperative Learning which is also known as "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

Teachers should organize the three-, four-, or five-member groups so that students are mixed as heterogeneously as possible, according to their academic abilities. Students should not be allowed to form their groups based on friendship or cliques. When groups are maximally heterogeneous and the other essential elements are met, students tend to interact and achieve in ways and at levels that are rarely found in other instructional strategies. They also tend to become tolerant of diverse viewpoints, to consider others' thoughts and feelings in depth, and seek more support and clarification of others' positions. Students are cooperating to ensure their own learning and the learning of all others in their group. This emphasis on academic learning success for each individual and all members of the group is one feature that separates cooperative learning groups from other group tasks.

Critical Thinking: It is the 'thinking' that has a purpose (proving a point, interpreting what something means, solving a problem), but critical thinking can be a collaborative, noncompetitive endeavour. Core critical thinking skills are ANALYSIS, INTERPRETATION, SELF-REGULATION, INFERENCE, EXPLANATION, and EVALUATION.

Dictation: The teacher reads a text three times with varying speeds. The first reading is done at normal speed and students just listen. The second time, the teacher reads the text at a phrase level and students write down what they hear. Finally, the teacher reads the text at normal speed, which gives students a chance to check their work.

(The) Discovery Technique: The idea is that students will ‘discover’ the grammar through a series of steps (these might be tasks, language awareness activities, pictures, questions etc) and will deduce both the form and the meaning from the context(s). By using the ‘discovery technique’, we learn more about students’ knowledge and abilities eliciting information from them rather than telling things to them.

Drama and Dramatization: The word drama may produce the image of an end-of-term play, staged by nervous children, organized by overwrought teachers, and watched by fond parents. Drama is not only about the product (the performance) but part of the process of language learning. It allows children to own the simple and mechanical language they use by involving their personalities. It gives those children who are shy when speaking a foreign language another character to ‘hide behind’. ‘Dramatizing’ is perhaps a better word for this than drama.

Dramatizing means that the children become actively involved in a text. This personalization makes language more meaningful and memorable than drilling or mechanical repetition can.

Using drama and drama activities has clear advantages for language learning. It encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions. Drama involves children at many levels, through their bodies, minds, emotions, language, and social interaction.

Dramatizing a text is very motivating and it’s fun. The end product, the performance, is clear and so children feel safe, and have a goal to work towards. While dramatizing children may take roles or use puppets.

Feedback: While giving feedback, teachers should concentrate on meaning rather than form. The focus should be on what students do right so that they can feel motivated and continue experimenting with language.

Fill-in-the blank exercise: Students fill in the blanks with new vocabulary items that they have learned or the items of a recent grammar structure learned in class. Another version of fill-in-the blank activity is dialog completion. The teacher leaves some lines of the dialog empty and students are expected to fill in these blanks.

Games: Games are highly motivating because they are amusing, interesting and challenging. They encourage and increase cooperation. Furthermore they are a natural part of children’s world. They can be used to give practice in all language skills and to present or practice language components. Games are invaluable tools to provide opportunities for our learners with meaningful and useful language in real contexts.

Jazz chants: Chants and rhymes are short poems that use rhythm in an enjoyable way. They provide a change of pace and mood to improve student motivation. They offer opportunities for repetition in a fun way. The stages of teaching are the same with the ones mentioned in songs.

Jumbled Sentences: Students are given the sentences of a dialog or text in jumbled order and they try to find the right order (better done as pair or group work).

Learner Autonomy: Learner autonomy can be defined as learner independence or self-directed learning'. Autonomy in *learning* is about people taking more control over their learning in classrooms and outside them and autonomy in language learning about people taking more control over the purposes for which they learn languages and the ways in which they learn them. There is broad agreement in the theoretical literature that learner autonomy grows out of the individual learner's acceptance of responsibility for his or her own learning. In order to encourage our learners to be autonomous, we should train them to have insights into their learning styles and strategies, and be aware of different learning styles and strategies.

Map Labelling: This technique gives students listening or reading comprehension practice. The students work with a map with the geographical features unnamed. By following the teacher's instructions, the students label all the geographical features on the map.

Memorization: Students are encouraged to memorize short chunks of text such as proverbs, lyrics of songs and tongue twisters.

Miming: Miming is defined as using the body movements, gestures and facial expressions to express a message. This can be used as a guessing game or to show how language is accompanied by non-verbal features.

Minimal Pairs: These are two words which have one different sound but otherwise identical. Students have to identify the different sounds in different words, for example ship/sheep, tree/three, etc.

Question and Answer Drill: The students answer the questions asked by the teacher very quickly. The aim is to practice the question patterns. Pictures can be used.

Reading Comprehension Questions: The students answer three different types of questions based on how they understand the reading text as follows:

- a. questions that ask for information directly given in the text
- b. questions whose answers need to be inferred from the text

- c. questions which require students to relate the passage to their own experience.

Reading Aloud by Students: Students read aloud a text that is provided by the teacher to practise pronunciation. This text may be a section from a reading text, a play or a dialog. Another way of reading aloud is for students to read the text in different moods, such as in an angry or cheerful manner.

Reading Aloud by Teacher: Reading aloud can also be done by the teacher two ways: first concert and second concert. The first concert is the first reading done at a slow and dramatic pace with students following the text from a handout which also has a translation of the text. The music played in the background needs to be classical with the early Romantic period suggested. The second concert is the second reading where the teacher reads the text at a normal rate and students listen with eyes closed. The music played in the background can be pre-classical Baroque.

Recognizing Cognates: Students are taught to notice the cognates or words that look like cognates but have different meanings. True cognates are spaghetti/ spaghetti, television/televizyon, train/tren etc. False cognates are toast/tost, apartment/apartman, sympathy/semptati, etc.

Role-play: The students can perform as characters in the target language being taught. They are assigned roles and are given time to act out these roles. They can also write dialogs about these characters. An example is talking or writing about meeting people at a party. The aim is to enable learners to use the language spontaneously. Activities such as playful reading, singing, and dramatization can also be done.

Self-Correction: The teacher does not correct the students directly. Instead, she can use one of the following to enable students to correct themselves.

- a. Teacher gives two choices (what the student said and an alternate answer) and asks the student to choose between these two.
- b. Teacher repeats what the student said with a questioning voice to make it clear that the student has made a mistake and expects him to correct that.
- c. Teacher repeats what the student has said but stops just before the error, making it clear to the student that the word was wrong.

Skimming and Scanning: Skimming (reading for the gist or main idea) and scanning (reading for specific information) are speedy and efficient techniques for getting *what students need* out of books and articles. Many times we don't have to read a text intensively (not to read every word in a text). Generally we read a text to find information that is essential to our purpose, so we read selectively.

Small Group Tasks: Students do tasks in pairs or groups. They share what they learn or do with each other in pairs or groups. Tasks may require information-gap; opinion gap; and reasoning gap activities.

Songs: Children like songs, and they learn a lot of songs in their mother tongue anyway; hence, it is a medium that children are very comfortable with. Songs and music can add variety to the class. A song hides the nature of exercises making them look like fun when in reality students are working with the language in the way we want them to. Singing is a happy and stress-free activity that will add to a positive classroom learning environment. Songs often include a lot of repetition that helps to make language memorable. Moreover, songs contain chunks of language that children can remember and use. The use of songs is flexible. A song can be used in any stage of the class for any teaching purpose.

Storytelling / Story Reading: Children love to hear stories, because they are motivating and fun. They create a desire to continue learning. Stories exercise the imagination helping children develop their own creative powers. They help children to link fantasy with the real world. Moreover, most children are familiar with most of the stories, so they work with familiar contexts when they work with stories. Teachers can also use picture strip stories where students are expected to re-tell a story by using the visuals.

Tasks: A task provides a natural context for language use. Learners work towards the completion of a task by interacting with one another and rehearse real-world behaviour. Tasks may be linguistic or non-linguistic. Linguistic tasks aim at language practice. Some examples are matching activities and picture stories. Non-linguistic tasks are real-life tasks such as listening to, reading or viewing a story, poem etc. and responding to it personally and problem-solving.

Task-Based Learning: In task-based learning the focus is on carrying out communicative tasks without specific focus on form. Learners begin by carrying out a communicative task, without worrying about the form. After they have done the task, they report and discuss how they accomplished this. Only at the end is there a specific focus on features of language form.

Total Physical Response (Using Commands to Direct Behaviour): Students get commands from the teacher and perform those actions. First, the teacher performs the actions with volunteer students, then only directs them. Following this phase, the rest of the class is ready to perform the action with the teacher first, then by listening to the teacher's commands. At later stages, there may be a role reversal with students commanding the teacher and their peers (role reversal).

Transformation Drill: Students change the sentence, for example from the question to the statement form or from an active sentence to a passive sentence.

Visualization: This technique can be used for many purposes ranging from relaxation to working towards a goal. The teacher reads a script that the students listen to with eyes closed and to a background of soft, relaxing music. Another way is for students to decide on an outcome and try to visualize it in their minds.

ENGLISH LANGUAGE CURRICULUM **FOR 4TH AND 5TH GRADES**

WHY SHOULD CHILDREN LEARN A FOREIGN LANGUAGE?

A number of studies in linguistics and education have suggested that foreign languages should be taught to children as early as possible. The benefits are both **personal** and **social**. **Personally**, children will develop a lifelong ability to communicate with more people and a deeper understanding of their own and other cultures. In addition to that, children may derive other benefits from early language instruction, including improved overall school performance and superior problem-solving skills. Some evidence suggests that children who receive second language instruction are more creative and better at solving complex problems. Furthermore, knowing a foreign language ultimately provides a competitive advantage in the workforce by opening up additional job opportunities in our children's future. They will have access to a greater number of career possibilities. **Socially**, the benefits are many. Our citizens fluent in other languages can enhance our economic competitiveness abroad, improve global communication, and maintain our political and security interests.

WHY IS IT BETTER FOR CHILDREN TO LEARN A LANGUAGE IN PRIMARY SCHOOL?

Studies have shown -- and experience has supported -- that children who learn a language before the onset of adolescence are much more likely to have native-like pronunciation. A number of experts attribute this proficiency to physiological changes that occur in the maturing brain as a child enters puberty. Of course, as with any subject, the more years a child can devote to learning a language, the more competent he or she will become. In any case, introducing children to alternative ways of expressing themselves and to different cultures generally broadens their outlook and gives them the opportunity to communicate with many more people.

The younger the child is when learning a language, the closer the process comes to acquisition. The child has less biological, neurological, social and emotional barriers that a teacher should overcome. As a result, children become better learners without much resistance to a foreign language.

WILL A FOREIGN LANGUAGE INTERFERE WITH CHILDREN'S NATIVE LANGUAGE ABILITY?

In most cases, learning another language enhances a child's native language ability. Children can learn much about their own language by learning other languages. New vocabulary also helps children learn the meaning of new concepts which may not exist in their native language. Experimental studies (carried out in the USA) have shown that no long-term delay in native language development occurs in children participating in foreign language classes. In fact, children enrolled in foreign language programs score statistically higher on standardized tests conducted in their native language.

WHY IS PARENTAL COOPERATION NECESSARY?

Unless a teacher gets support from the parents, he is bound to tackle with lots of problems. Firstly, parents should be informed about the innovations that have taken place in language teaching field. This way they can be asked not to interfere with the school policy of language teaching and the teacher's methods and techniques. Most probably parents have tried to learn a foreign language before and they will try to impose upon the teacher the methods and techniques that they are familiar with. Having a one or two hour teacher-parent conference may save the teacher one full year of struggling with the misconceptions and wrong beliefs about language teaching/learning.

Secondly, parents can be asked to encourage their child's interest in the language and in other cultures. They can show him or her that they value the ability to speak a second language. They may attend cultural events that feature music, dance, or food from the country or countries where the language is spoken together with their children. If possible, they can provide some books, videos, or other materials in the foreign language. If they are familiar with the language themselves, they can help their child with his or her homework or project works.

WHO ARE *YOUNG LEARNERS*?

The term '**young learners**' refers to children from the first year of formal schooling (6 years old, in our case) to 12 years of age. In some cases language teaching may take place at a younger age, such as 3 to 6. These children are usually referred to as '**very young learners**'. Although these age groups are seen as representing one group, there are in fact distinctive differences between what children of 6 years can do and what children of 10 can do. Because when we consider children we need to consider four related but separate developmental areas- *physical, cognitive, socio-emotional*, and *communicative* growth.

Physical development refers to physical growth and motor control. As a child matures, the higher portions of the brain develop, and the child attains increased control over finer and finer muscle movement.

Cognitive development is intellectual growth. As a child matures, the methods he uses to organize, store and retrieve information for problem solving and generalization also improve. Each child perceives the world differently as he interprets incoming stimuli in the light of his past experiences.

Socio-emotional development is closely related to the other areas of development. As a child matures, he becomes less egocentric and more social. Each and every day he learns more about the social behaviours, social rules and customs of his society.

Finally, *communicative development* is also closely related to other areas of development. In order to understand the abstract nature of language, the child has to develop cognitively. In order to be able to produce speech, he has to develop physically. In order to use language and communication appropriately, he has to develop socio-emotionally.

HOW DO YOUNG LEARNERS LEARN?

Between the age of six and 12, the child develops cognitive and communicative skills. In fact by the age of 12, the child will have achieved a level that is almost equal to that of the adult. Since English language teaching begins at the fourth grade in our country (children at the age of 9 or 10), the learning characteristics of this age group will be mentioned here (see Table 1).

It should be borne in mind that regardless of their age, children need input that is comprehensible, developmentally appropriate, redundant (repeatedly received from a variety of sources), and accurate (grammatically correct with proper word choice and pronunciation). They are eager to use the language productively when it is functional and communicative (representative of actual speech and personally relevant), frequent (ample opportunities to practice), redundant (speak repeatedly on the same topic), and consistent with their identity (less formal, peer-oriented, expressive use of language). The classroom context should be supportive and motivating, communicative and referential (speaking in real time, about real events and objects, to accomplish real goals), developmentally appropriate, and feedback rich (no formal correction but feedback and correction in the process of natural communication).

Table 1. 10 – 12 year olds

Characteristics	Implications	Need
Longer attention span compared to younger learners	Greater range of activities possible in class	Opportunities to engage in tasks that require focus and commitment
Knowledge of the world growing	More topics can be addressed	Stimulation, e.g. information from internet or cross-curricular
Taking learning more seriously	Can be given responsibility	Chances to be independent
Still children	Have need for security and pleasure	Teacher sensitive to their needs and moods
More cooperative with peers	Can do more group work	Variety of grouping in class i.e. work on own, in pairs, in group, as class
Intellectual, motor and social skills developing	Can be challenged more	Activities that challenge them
Developing own learning strategies	Children won't all react in the same way to the same task/topic	Chance to personalize their learning experience

Many teachers imagine that all students will automatically like working with others, but this is not the case. Working together with a partner requires many social skills and sometimes especially very young students prefer to work alone. They love to do things in the presence of others but since they are egocentric they prefer individual activities. They should be given plenty of opportunities to

play in teams and to 'help each other' in order to increase the social skills required for cooperative and collaborative work.

WHAT IS THE DISTINCTION BETWEEN LANGUAGE ACQUISITION AND LANGUAGE LEARNING?

When children are the case, the most important distinction between acquisition and learning is the formal school atmosphere. Children are more concerned with the use of language to convey meaning than with correct usage. They want to actually use the language, not to learn about it. Hence, teaching the rules of usage is not necessary for children. Young children are willing to use language without worrying about grammar correctness. They rarely have inhibitions that are typical of teenagers and adults. Furthermore, they have a marvellous ability of imitation. Hence, when they are exposed to a good model, they can learn a language without an accent. Children love to play and learn best when they have fun. Thus, it is better to begin with a play-centred approach, and gradually move to more conscious and cognitive learning as they mature.

Young learners tend to be less self-conscious, inhibited or shy. They are more willing to take risks and less afraid to make errors. So Krashen's affective filter is not yet at work especially if the teacher does not spoil the whole thing by, for example, trying to teach overt grammatical rules. Most children have a natural musical taste, and play is the only activity that the child takes seriously; so, any syllabus for young learners should include such activities. They have innumerable virtues including the following:

1. Singing helps to acquire a sense of rhythm.
2. Songs, rhymes, and chants are wonderful means of teaching stress and intonation patterns of English.
3. Games, including musical ones, constitute a context for language use for children. They become themselves when they play or sing.
4. Games and songs contribute to socialization (they are collective).
5. Craft activities give children a sense of accomplishment.
6. Physical and mental involvement in the production of something concrete and useful makes children forget about the formal side of teaching which often proves counterproductive.

Games are highly motivating because they are amusing and interesting. They encourage and increase cooperation. Furthermore, they are a natural part of children's world. They can be used to give practice in all language skills and to present or practice language components. Games are invaluable tools to provide opportunities for our learners with meaningful and useful language in real contexts. Games are a wonderful tool for both language acquisition and language learning.

Other useful aids can be songs, stories, riddles, puzzles and drawing/colouring activities. These are the things with which children are engaged in their first language. Thus, they can be beneficial for

language teaching as well. All these contain authentic language and help us create a natural (or a less formal) atmosphere in the classroom.

Children also love doing tasks and projects. Projects should be appropriate for the age of the student. More complex projects can be used with 10-12-year olds. It is a known fact that students have very different approaches to learning and have distinct preferences and interests. A project work can ensure all are satisfied. They can work at their own pace and do what they feel more suitable for them. Furthermore, while doing a project, students will focus on the process as well as the product.

HOW MUCH ENGLISH AND THE MOTHER TONGUE SHOULD BE USED IN THE ENGLISH LANGUAGE CLASSROOM?

Our aim is to have a classroom in which the teacher and the children speak English all the time. But this goal is not an easy one to achieve. The following tips can be helpful.

Firstly, you can conduct entire lessons in English with children but your use of English must be consistent from the very first lesson. Pace yourself carefully and try to use the same language frequently. You will need to use a lot of body language and facial expressions. You can even maintain discipline in English, because you can communicate your disapproval or anger with your voice, your eyes and your posture. You don't need to use mother tongue.

Secondly, you should accept the fact that children will use their mother tongue when speaking to each other, except during language practice activities. Moreover, children will use their mother tongue to speak to the teacher until they are ready to use English. You should never pretend that you can't speak or understand the mother tongue. It's just that you are an English teacher, so you speak in English. You will also provide a good model for them. They see that a foreigner can speak and communicate in English. You should not force the children to speak to each other in English except during language practice activities. If the children speak to you in mother tongue, understand what they are saying and respond in English. But you should continuously encourage them to communicate in English.

Thirdly, you should not switch to the mother tongue finding excuses for your doing so (such as, the instruction is too long and difficult so I can give it in Turkish). You can simplify the language; if not, you can demonstrate or give examples. If you start switching, the challenge for learners and the real communicative value of language will be lost.

Lastly, never underestimate what your students can do. If you stick to the advice above, you will find that the children's comprehension of spoken English will develop rapidly. At the same time, they will become more confident in their own ability to understand.

WHAT ARE THE ACTIVITY TYPES SUITABLE FOR YOUNG LEARNERS?

General Characteristics	Needs as a result of these characteristics	Possible ways of meeting these needs
Are imaginative	Need to be able to use their imagination in the classroom	Use prediction and participation; Employ story-telling/reading
Are creative	Need to be able to create things and learn by doing	Use art and craft activities
Are energetic	Need to move around and be physically active	Use TPR (Total Physical Response) and activities that require bodily movements; Employ drama and dramatization
Lose their concentration easily	Need activities that appeal and make sense to them	Use games, songs, riddles, puzzles, jokes, etc.
Have short memories	Need constant recycling of input and activities complete in themselves	Recycle at intervals; employ topic-led work; present anything in meaningful contexts
Are easily excited	Need activities to calm them down	Use 'settling activities'
Have emotional needs	Need to feel a part of a group	Employ groupwork
Have limited language skills and experience	Need clarity	Use well-defined, well-experienced activities
Love talking	Need opportunities to talk	Do everything to maximize STT and minimize TTT.

GAMES, SONGS, CRAFT ACTIVITIES

If the teacher wants an activity to work, s/he should believe in the activity her/himself and s/he should set it up well. Whatever the activity is, the teacher should follow certain steps:

1. Give short but clear instructions.
2. Demonstrate if necessary.
3. Use instruction checking questions.
4. Go straight to any group/ student that looks confused or is usually slow to catch on and get them started.
5. Go around the class to make sure that everyone is doing the activity more or less correctly. If not stop the whole class and explain again.
6. Make sure you involve all the students at all times.
7. Keep reminding your students that all activities have a teaching aim. (We are going to learn a song now and learn English at the same time).

Craft Activities

Craft activities are extremely useful as learners can develop their listening and reading skills while following the written or oral instructions. Teachers should always make the craft activity themselves before doing it with their class. The finished work should be shown to the learners to give

them a general idea of what is expected from them. Teachers should have the necessary materials with them so that they can do the activity together with their students while also giving the instructions.

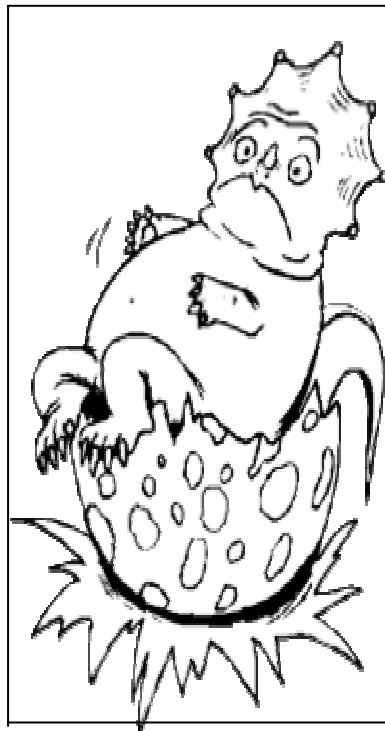
a) Bookmark

Materials: a piece of cardboard, colored pens/pencils/crayons, scissors, glue, ruler

Preparation: enough photocopies of the picture to be used for students; distribute them to students

Instruction:

- Put your cardboards on a flat surface, draw a rectangle, the long size should be 10 cm, and the short side should be 5 cm.
- Cut the rectangle.
- Place the rectangle on the picture. Draw around it. Now cut the rectangle on the picture.
- Paste the picture on the cardboard.
- Color it.



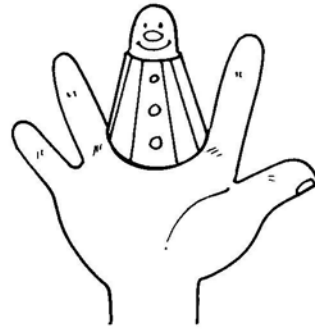
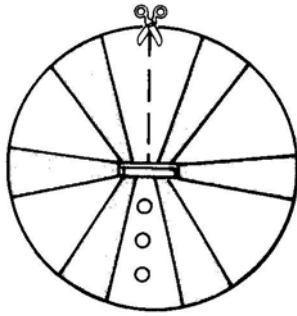
b) Finger Puppets

Materials: Colored pens, children's fingers!, scissors, circles of paper, scotch tape.

Preparation: enough circles of paper to be distributed to students

Instruction:

- color the paper circle to represent the puppet's clothes.
- cut out the circle and make a small cut in the centre for the neck.
- make a cut from the edge of the circle to the centre.
- draw a face on one of your fingers.
- put the circle over your finger, overlapping the paper at the cut to make a 'skirt' shape.

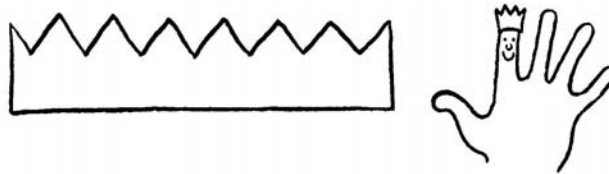


Materials: children's fingers!, scissors, washable pens, strips of white and/or colored paper, scotch tape

Preparation: None

Instruction:

- Draw faces on your index fingers.
- Take a strip of paper and stick it into a circle that just fits the top of your finger.



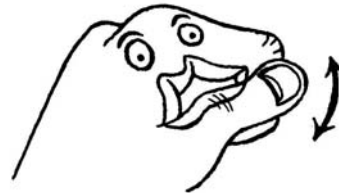
c) Hand puppet

Materials: children's hands!, washable pens

Preparation: None

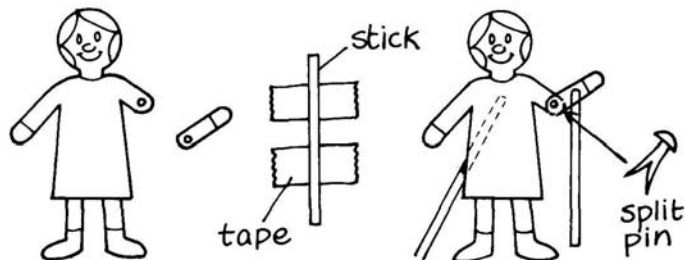
Instruction:

- Draw faces on your fists.
- Raise and lower your thumb to make the puppet speak.

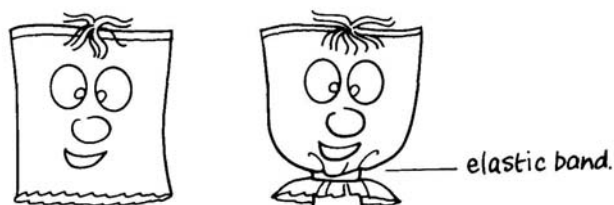


d) Other types of puppets

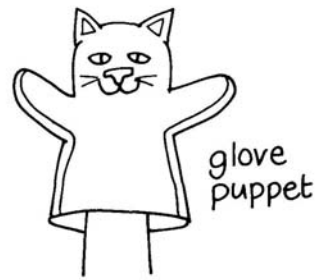
Stick puppet



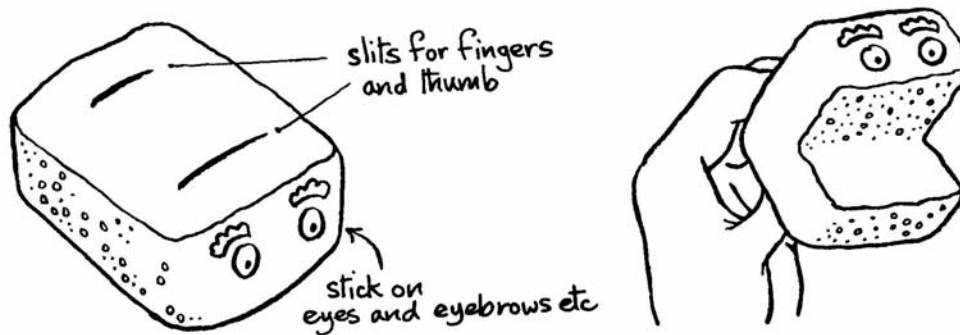
Fist puppet



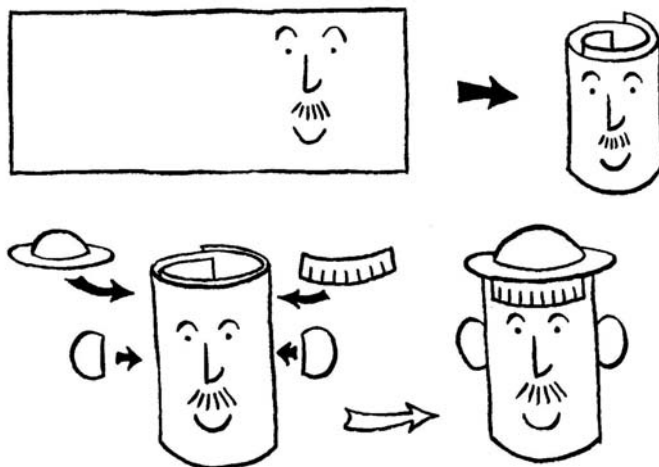
Glove puppet



Sponge puppet



Tube puppet



e) Masks

Paper plate masks

Materials: a large paper/plastic plate, a small paper/plastic cup, a small amount of wool, scissors, colored pens, a thin elastic band, glue.

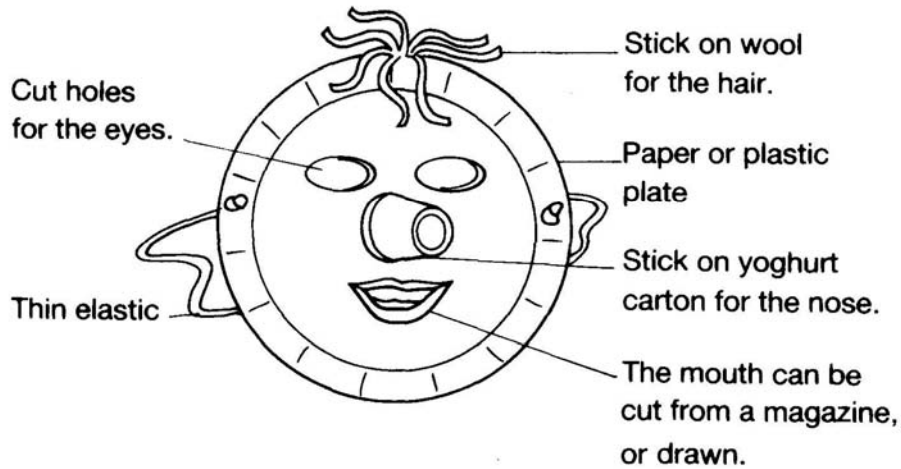
Preparation: ask students to bring the necessary materials

Instruction:

- cut out two small holes at both sides of the plate
- cut out two holes for your eyes
- Stick the wool for hair at the top of the plate
- Stick the cup in the middle of the plate for nose
- Draw a mouth under the nose

- Tie the elastic band to wear it around your head.

Paper plate masks



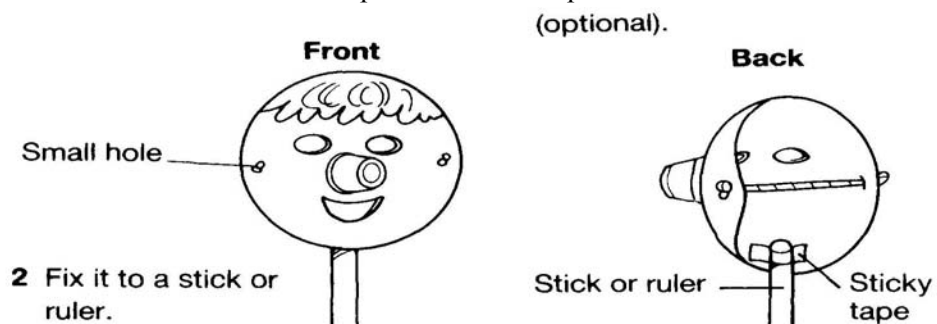
Stick/Ruler masks

Materials: a stick or a ruler, a large paper/plastic plate, a small paper/plastic cup, a small amount of wool, scissors, colored pens, a thin elastic band, glue, scotch-tape.

Preparation: ask students to bring the necessary materials.

Instruction:

- cut out two small holes at both sides of the plate
- cut out two holes for your eyes
- Stick the wool for hair at the top of the plate
- Stick the cup in the middle of the plate for nose
- Draw a mouth under the nose and cut a hole
- Tie the elastic band.
- Fix the mask onto the ruler or stick with a piece of scotch-tape.



f) Cards

Materials: a piece of cardboard big enough for a greeting card, crayons, colored pens.

Preparation: ask students to bring the necessary materials, write what you want them to put on their cards (Happy Mother's Day, Happy New Year, etc.) on the board.

Instruction:

- ask them to fold the cardboard into two equal flaps
- have them draw and paint whatever they want on the front cover (shapes or pictures)
- tell them to write the greeting (Happy Mother's Day, Happy New Year, etc.) inside
- when it's done, stand it up to dry

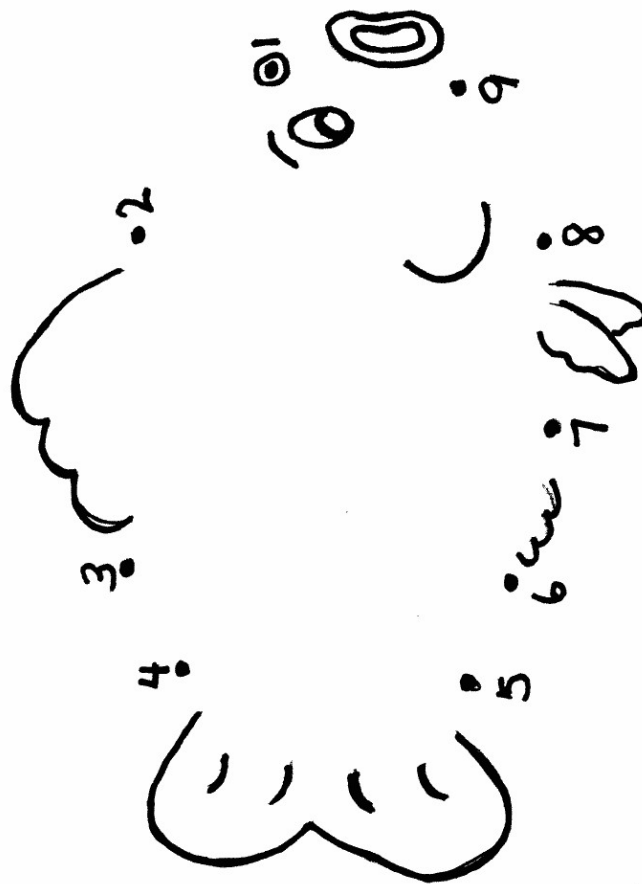
g) Connecting the dots

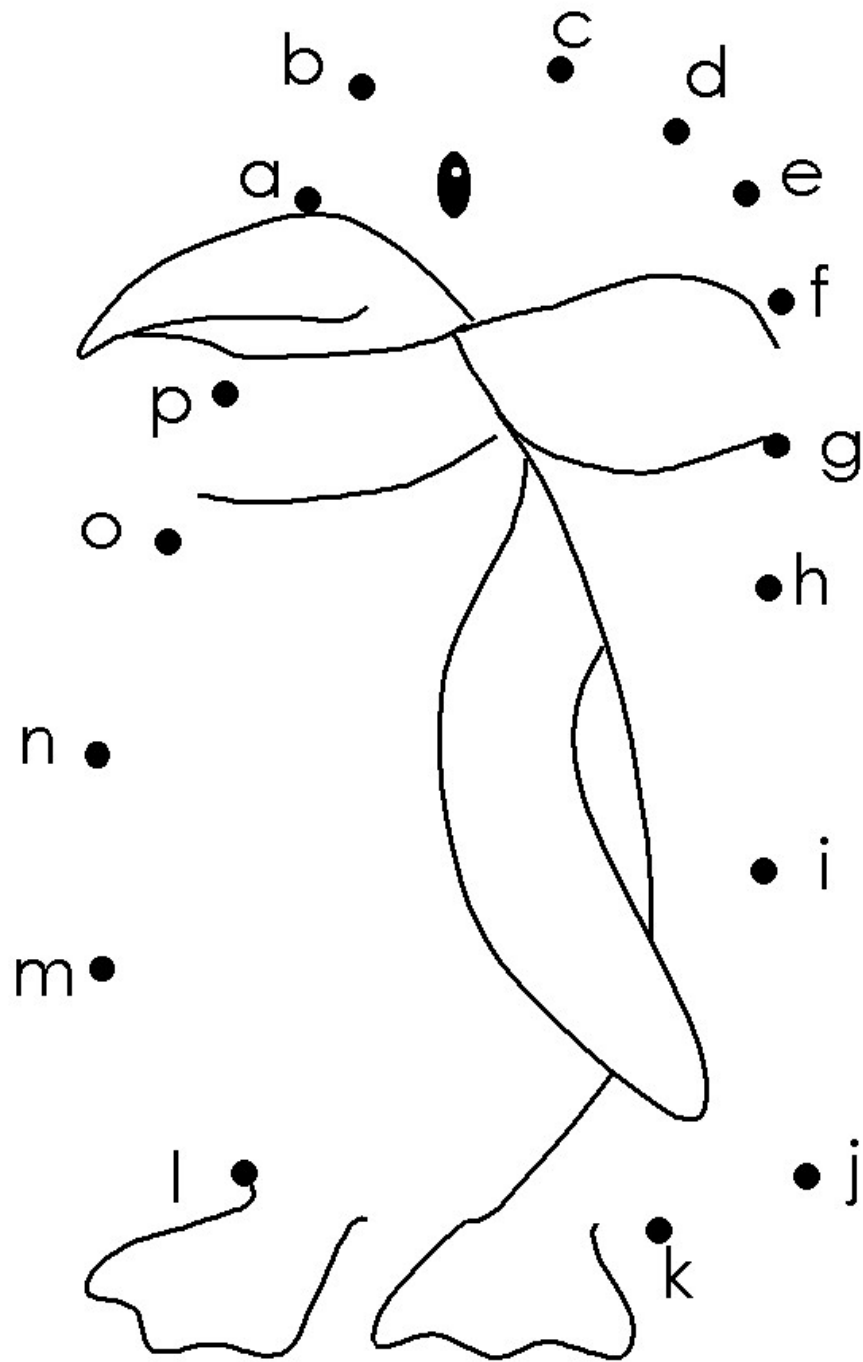
Materials: a connect-the-dots activity

Preparation: enough copies to be distributed to students

Instruction:

- ask students to connect the dots following either the numbers or letters (sometimes teachers prefer putting elements of a sentence instead of numbers, when students follow the correct order they find the correct picture)
- talk about the picture (they can also color it)



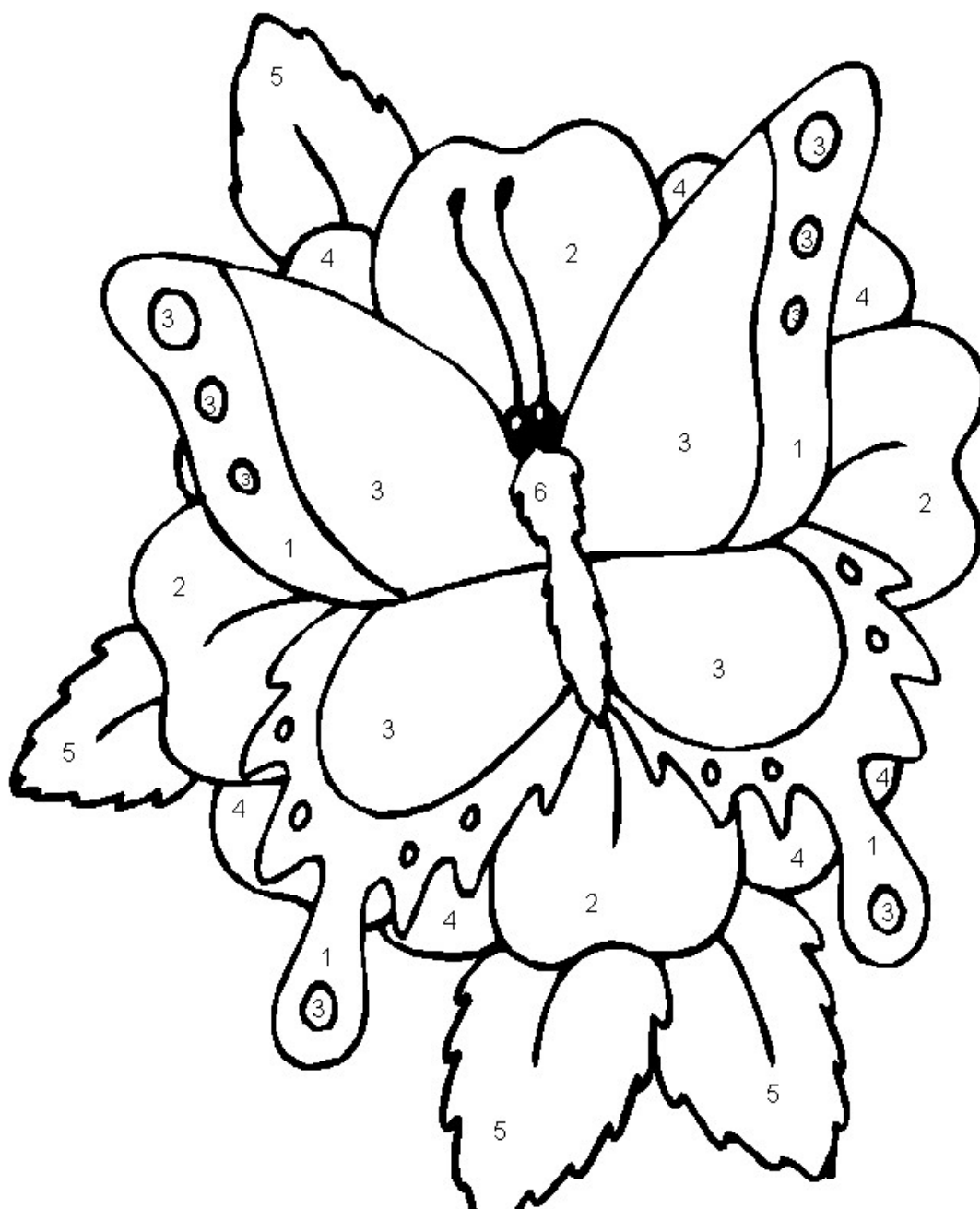


h) Colouring

Materials: a colouring page

Preparation: enough copies to be distributed to students

Instruction: ask your students to do the mathematical equations and color the picture accordingly.



Colors:

15 / 3 = Green

27 / 9 = Red

9 / 9 = Blue

14 / 7 = Yellow

24 / 4 = Brown

20 / 5 = Purple

i) Book making

Materials: Paper, thin card for the cover, colored pencils, scissors, glue, a stapler or blunt needles and thread.

Preparation: Make examples of a book at various stages of production—cut out pages, written pages ready for binding, the cover, and the finished book. It is a good idea to make a poster or worksheets

showing the different stages of the process. The children can refer to them instead of always coming to you.

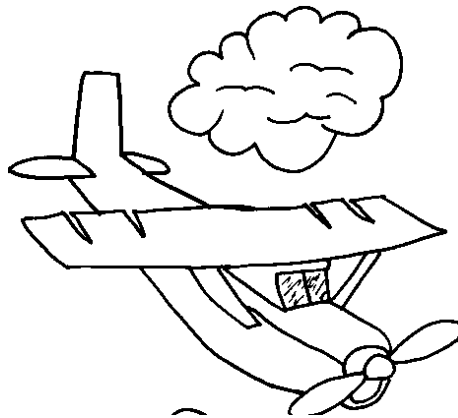
Instruction:

- Explain that they are going to make a book themselves. Show them the one you have made.
- Explain how to make the book, demonstrating the steps and referring to the poster or worksheet as you go. It is better to explain a step and let them do it before going on to the next step.
- As the children work, go round the class monitoring, encouraging, and sorting out difficulties, but refer them to the poster or worksheet, or to each other, whenever you can.
- When they finish the books, encourage them to look at one another's. You could also make a display on the wall.

Example: Alphabet book

Page 1: A is for

AIRPLANE



Page 2: B is for Etc.

j) Art activities

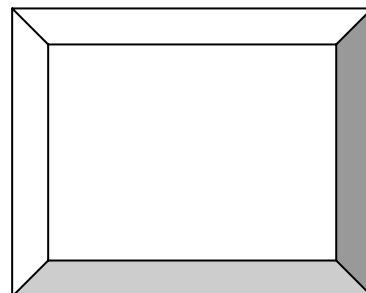
Photo frames

Materials: 8 large Popsicle/ice-cream sticks, glue, paint of any color, a photo, cardboard (cut slightly smaller than the Popsicle stick frame), small cut-out pictures or shapes.

Preparation: Make a sample photo frame

Instruction:

- Glue the sticks together as shown below.
- Let your students paint the frame. Let it dry completely.
- Attach any shapes, pictures or decorations.
- Glue the photo to the cardboard.
- Glue the cardboard to the frame.



Games

Students may wish to play games purely for fun. Teachers, however, need to make sure that whatever done in the classroom is for teaching and learning purposes. The key to a successful language game is that the rules are clear, the ultimate goal is well-defined and the game must be fun. Games are best set up by demonstration rather than by lengthy explanation. It is very important not to play a game for too long. Students will begin to lose interest. It is best to stop a game at its peak. For very young learners competitive games can be frustrating. Games should encourage cooperation and collaboration rather than competition.

a) Circle Game:

Change places if..... This is a TPR activity with students in a closed circle, with the teacher in the middle to begin the game.

- a. There should always be one less chair than participants.
- b. Depending on what you want to revise the teacher says, "Change places if you're wearing trainers." (if you like pizza, etc.)
- c. All students who are wearing trainers must stand up, and move to another chair and the teacher should sit on one of the recently vacated seats.
- d. The person left without a seat stays in the middle and gives the next command, "Change places if you're wearing white socks" and so it goes on.

Young learners can get very excited, so be careful to incorporate this activity in the class at an appropriate time. It is a definitely a 'warmer' as opposed to a 'cooler' and may be better at the end of a class.

b) Pair game:

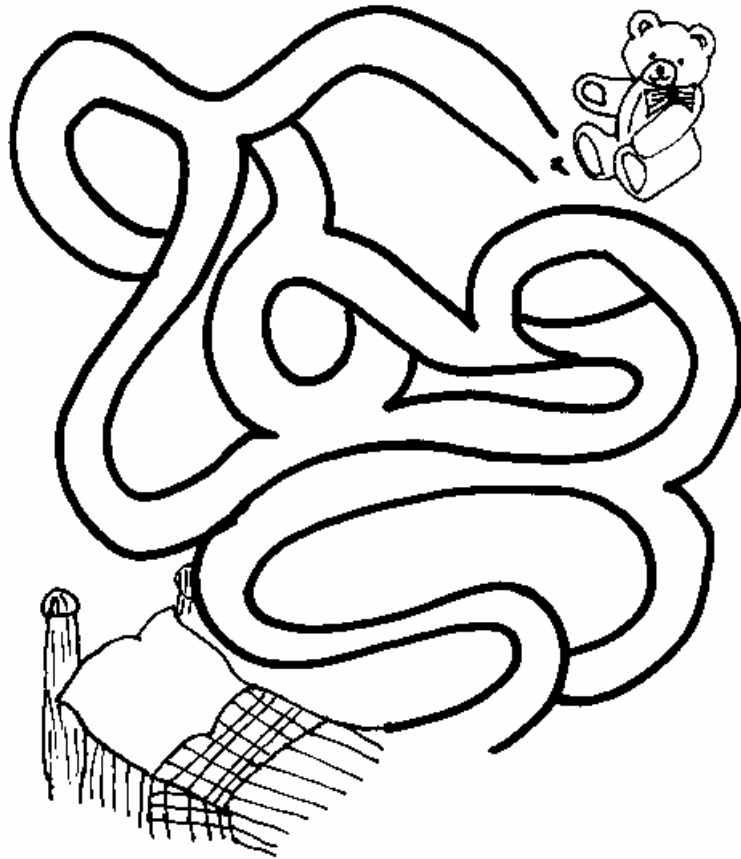
In the Dark The teacher fills a box with textured items--a piece of blanket, a feather, a square of sandpaper, a rock, a small pillow, a bean bag, a coin, a ball, etc. (so that students can use adjectives like soft, hard, rough, smooth, silky, light, heavy, small, large, cold, sharp, dull, etc.) Two students sit with their back against each other. The teacher blindfolds one of them. Then the blindfolded student chooses an item from the box and tries to give his partner who does not see what his friend has as many clues as possible "(such as It's small. It's round. It's cold. It's heavy, etc.) to help his partner find the object.

c) Individual game:

Draw what you feel: The teacher asks students to bring a piece of paper and some colored pens/pencils. S/he plays some music and wants them to draw whatever they feel. As music is playing, all students should be drawing. After 20 or 30 seconds, s/he stops the music and gives students some

time to complete their drawing and colouring. Then s/he plays the music again and they continue with the drawing. If the teacher wants to use this activity as a 'cooler', a soft melody should be used.

Maze : The teacher makes enough copies of the following maze and distributes it to all students. Put this cute teddy bear to bed.



Word Hunt

The teacher makes enough copies of the following and distributes it to all students.

Find these words in the puzzle. Cross them out. What is the hidden sentence?

Words: PIG, SEA, DOLPHIN, TREE, BUG, DOG, SHEEP, BIRD, HORSE, CAT, HEN, COW, FLOWER

W	E	D	O	G	C	A	T
D	O	L	P	H	I	N	L
B	I	R	D	C	O	W	O
V	E	H	E	N	P	I	G
H	O	R	S	E	B	U	G
S	H	E	E	P	N	A	T
T	R	E	E	U	S	E	A
F	L	O	W	E	R	R	E

d) Group game:

The teacher brings a buzzer and several pictures showing what s/he wants to practice (different occupations, animals, clothes, etc.). The class is divided into two teams. The pictures are posted on the board or wall. One person from each group is called to the desk where the buzzer is situated. They are asked to keep their hands at their back. The teacher then reads the clue. The student who wants to answer should press the buzzer first, then say the word and then show its picture. If the answer is correct, his group gets 10 points. The group with more points at the end of the game wins.

Songs

Children like songs, and they learn a lot of songs in their mother tongue anyways; hence, it is a medium that children are very comfortable with. Songs and music can add variety to the class. A song hides the nature of exercises making them look like fun when in reality students are working with the language in the way we want them to. Singing is a happy and stress-free activity that will add to a positive classroom learning environment.

Songs often include a lot of repetition that helps to make language memorable. Moreover, songs contain chunks of language that children can remember and use. Young children learn quickly and forget quickly if they don't practice. Hence, they need to sing and practice the same song at certain intervals. Children will enjoy singing a song they already know, but do not assume they will all remember the song and the vocabulary.

The use of songs is flexible. A song can be used in any stage of the class: as a presentation tool, as a practice exercise or as a production activity. Depending on the activity designed by the teacher, a song can serve as a good way to encourage team work and collaboration. When they sing, children will be actively involved in their learning, even at a very young age. Furthermore, children have a lot of energy and want to make noise. Songs may channel these natural inclinations positively.

Songs can be used to teach not only the English language but also the culture of the target language. Moreover, songs show English in real use. Because songs must be sung at a reasonably fast speed they encourage natural phonological features like linking and weak forms. A song is a great tool to teach pronunciation but not limited to it. In fact, songs can be integrated into all language learning areas.

We should be careful in choosing songs that:

- 1) Contain simple, easily understood lyrics.
- 2) Link with a topic or vocabulary that you are studying in class.
- 3) Are repetitive.
- 4) Children can easily do actions to (to help emphasize meaning).

a) Acting:

Sing the song (or play the cassette) and clearly point to objects or demonstrate the actions that you want them to do. Sing the song again; this time students are expected to do what you do. Sing again;

students try to accompany you physically and verbally as much as they can. Sing as many times as necessary. You should go through the song slowly with the movements, first modelling for children to see what they need to do and then encouraging children to join in. Pick up the speed of the song as children become more confident.

Sample songs:

Head, Shoulders, Knees and Toes

Head and shoulders, knees and toes,
Knees and toes, knees and toes.
Head and shoulders, knees and toes,
And eyes, ears, mouth and nose.



The Wheels on the Bus Go ...

The wheels on the bus go round round round
round round round; round round round
The wheels on the bus go round round round
All day long.
The children on the bus go wriggle wriggle wriggle
wriggle wriggle wriggle; wriggle wriggle wriggle
The children on the bus go wriggle wriggle wriggle
All day long.

The mummies on the bus go “Don’t do that!”
“Don’t do that!”; “Don’t do that!”
The mummies on the bus go “Don’t do that!”
All day long.

The daddies on the bus go read, read, read
Read, read, read; read, read, read
The daddies on the bus go read, read, read
All day long.

The doggies on the bus go woof, woof, woof
Woof, woof, woof; woof, woof, woof
The doggies on the bus go woof, woof, woof
All day long.

The babies on the bus go waa, waa, waa,
Waa, waa, waa; waa, waa, waa,
The babies on the bus go waa, waa, waa,
All day long.

b) Dancing:

Introduce and practice the vocabulary in the song. Make sure that they have understood the meaning clearly. Sing the song. Don’t forget to go through the song slowly. Sing again; students try to accompany you as much as they can. Then they can start singing and dancing.

Sample song:

She'll be coming round the mountain

She'll be coming round the mountain when she comes.
She'll be coming round the mountain when she comes.
She'll be coming round the mountain
Coming round the mountain
Coming round the mountain when she comes.
Yuppie, ya ya yuppie yuppie ya
Yuppie, ya ya yuppie yuppie ya
Yuppie, ya ya yuppie
Ya ya yuppie
Ya ya yuppie yuppie ya.

She'll be wearing red pyjamas when she comes.
She'll be wearing red pyjamas when she comes.
She'll be wearing red pyjamas
Wearing red pyjamas
Wearing red pyjamas when she comes.
...

She'll be riding six white horses when she comes
She'll be riding six white horses when she comes
She'll be riding six white horses
Riding six white horses
Riding six white horses when she comes.
...

c) Language Exercises:

Fill in the blanks- The lyrics of the song are given to the students with blanks. They listen to the song and try to fill in the missing words.

Sample song:

Ten Little Indian Boys

..... little, little, little Indian
..... little, little, little Indian
..... little, little, little Indian
..... little Indian boys.

Putting in the right order- The lyrics of the song are given to the students in a mixed order. They listen to the song and try to put the lines into the correct order.

Sample song:

Twinkle, Twinkle Little Star

- a) Up above the world so high
- b) Twinkle, twinkle little star (x2)
- c) Like a diamond in the sky
- d) How I wonder what you are (x2)

Chants and Rhymes

Chants and rhymes use rhythm in an enjoyable way. They provide a change of pace and mood to improve student motivation. They offer opportunities for repetition in a fun way. The stages of teaching are the same with the ones mentioned in songs.

Sample Chant:

The rules, the rules, the rules of the classroom. (*Snap fingers.*)
The rules, the rules, the rules of the classroom.

Follow, follow, follow directions, (*Point index fingers.*)
Follow, follow, follow directions.

Small voices inside, big voices outside.
(*Quiet voice, then loud voice.*)
Small voices inside, big voices outside.

Work together, don't fight, or you'll get in trouble.
(*Clasp hands, then point finger.*)
Work together, don't fight, or you'll get in trouble.

Sample Rhyme:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall
All the King's horses
And all the King's men
Couldn't put Humpty together again.

Storytelling / Story Reading

Children love to hear stories, because they are motivating and fun. They create a desire to continue learning. Stories exercise the imagination helping children develop their own creative powers. They help children to link fantasy with the real world. Moreover, most children are familiar with most of the stories, so they work with familiar contexts when they work with stories.

A teacher may use both storytelling and story reading in the class. Both have their strong points.

Reading aloud

Good points

1. You don't have to learn the story.
2. You don't have to worry about making mistakes in English.
3. If you read the story, the children will always hear exactly the same text and this will help them to predict what is to come.
4. It demonstrates that books are a source of interesting ideas and so encourages reading.
5. The children can, perhaps, borrow the book afterwards.

6. Pictures in the book help the children's understanding.

Not so good points

1. You must be careful not to read too quickly because written texts are usually very precise, economical, and unrepentive, and that makes listening to them rather difficult.
2. It is easy to 'bury yourself' in a book and forget the listeners!

Storytelling

Good points

1. Children feel that you are giving them something very personal. The story is yours; it is not coming out of a book.
2. Children, these days, are rarely used to the experience of hearing someone tell a story and it can have a powerful effect on them.
3. It is often easier to understand a story being told than one which is read aloud; because,
 - * it is natural to repeat oneself when speaking;
 - * you can see the children's faces and bodies and respond to their lack of comprehension, their joy, and their immediate concerns more readily;
 - * you can make use of your body more effectively to heighten meaning;
 - * you can use the language you know the children know.

Not so good points

1. You must learn the story well enough to tell it without the book.
2. You might make some mistakes in your English.
3. You may not be able to use the same language every time you tell the story.

Choosing a story

Choose a story:

- which will engage the children within the first few lines (note that children often accept and like a story in the foreign language they might feel was childish in their own language)
- which you like
- which you feel is appropriate for the children
- which the children will understand well enough to enjoy
- which offers the children a rich experience of language
- which does not have long descriptive passages
- which is right for the occasion and in its relation with other things you are doing with the children
- which you feel you can tell well.

Stories are also useful for drama and dramatization.

Stages:

Getting ready-

- * Practice reading the story before you tell/read it to students.
- * Think of a different voice you can use for each character.
- * Practice the intonation. For example, if the child in the story is sad, make your voice sound sad.

* Practice the actions.

* Prepare the visuals to set the scene (or teach unknown vocabulary). Don't forget that the visuals and your expression help children to understand the vocabulary and the story.

Before the story -

* Physically signal that it's story time.

* Use the cover of the storybook (or the name) to help children learn to predict what the story will be about.

During the story -

* Tell/Read the story to them in a fun way, using different voices and playing different roles.

* Use exaggerated intonation and gestures/body language to help them understand what is happening.

* Re-tell (re-read) the story and expect them to accompany you to a limited extent.

* (If necessary re-tell (re-read) the story and expect them to accompany you as much as possible).

After the story -

* Quickly review what happened in the story. Then ask children questions about things that happened in the story, to check their understanding.

* Invite children to show their understanding through drawing, acting out the story, or doing an art project (some kind of activity).

Drama and Dramatization

The word drama may produce the image of an end-of-term play, staged by nervous children, organized by overwrought teachers, and watched by fond parents. Drama is not only about the product (the performance) but part of the process of language learning. It allows children to own the simple and mechanical language they use by involving their personalities. It gives those children who are shy when speaking a foreign language another character to 'hide behind'. 'Dramatizing' is perhaps a better word for this than drama.

Dramatizing means that the children become actively involved in a text. This personalization makes language more meaningful and memorable than drilling or mechanical repetition can.

Dramatizing is part of children's lives from an early age: children act out scenes and stories from the age of about three or four. They play at being adults in situations, like shopping and visiting the doctor, which are part of their lives. Many of these day-to-day situations are predictable. Children try out different roles in make-believe play. They rehearse the language and the 'script' of the situation and experience the emotions involv knowing that they can switch back to reality whenever they want to.

Dramatizing a text is very motivating and it's fun. The end product, the performance, is clear and so children feel safe, and have a goal to work towards. While dramatizing children may take roles or use puppets.

Using drama and drama activities has clear advantages for language learning. It encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions. Drama involves children at many levels, through their bodies, minds, emotions, language, and social interaction.

Sample Lesson Plan

The Frog Family



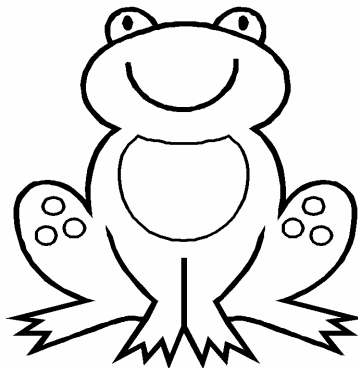
Before the class

Prepare visuals for frog family, a lily leaf, a pond.

Prepare questions: Have you ever seen a frog? Where do frogs live? What do they sit on? Do they like hot or cold? How can they cool themselves?

Before telling the story

Show frog pictures.



Ask the questions. For Where frogs live, be ready to present POND. For What they sit on, be ready to present the LILY LEAF. For How they can cool themselves, be ready to JUMP into the pond or on the leaf.

Signal that it's story time.

During the story

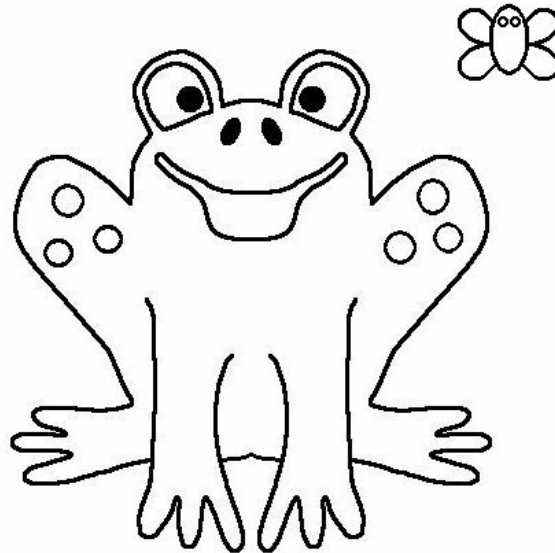
Tell the story through dramatization.

Assign roles to some students. Ask them to do what you do/show/say. Re-tell the story. Help the students to perform the necessary actions.

Divide the class into several ponds. Assign roles to all students. Ask them to do what you do/show/say. Re-tell the story. They can do the actions and say some of the sentences together with you (you may want to lower your voice and let them say some of the sentences by themselves).

After the story

Ask students to color the picture.



Language Activity

1. Fill in the blanks with the correct verb to complete summary of the story.

It very, very hot. The frog family and on a leaf in the pond. At the end, they all into the water.

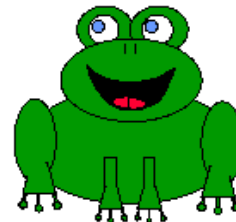
2. Answer the questions

How was the weather like?

Who jumped and sat on the leaf first?

What happened to the frog family at the end?

3. Can you match the following sentences?



Everyday	Yesterday
It is very, very hot.	Frogs fell into the water.
Frogs jump.	Frogs sat on leaves.
Frogs sit on leaves.	Frogs jumped.
Frogs say "Come here!"	It was very, very hot.
Frogs fall into the water.	Frogs said "Come here!"

STORY

THE FROG FAMILY	
Story	Actions
This is a story about Daddy frog, Mummy frog, Sister frog, Brother frog, and Baby frog.	Point to the pictures or use the puppets as you name the frogs.
It was hot – very, very hot,	Wipe your forehead. Make hot gestures.
and Daddy frog	Point to the Daddy frog and stand near the pond.
jumped, jumped, jumped, and sat on a leaf in the pond.	Jump three times and sit on the leaf in the pond.
Mummy frog was hot – very, very hot,	Point to the Mummy frog and make hot gestures.
So Daddy frog said “Come here!”	Return to the leaf, and beckon to Mummy frog.
Mummy frog jumped, jumped, jumped, and sat on a leaf in the pond.	Point to the Mummy frog, stand near the pond, and jump three times to sit on the leaf in the pond by the Daddy frog.
Sister frog was hot – very, very hot,	Point to the Sister frog and make hot gestures.
So Mummy frog said “Come here!”	Return to the leaf, and beckon to Sister frog.
Sister frog jumped, jumped, jumped, and sat on a leaf in the pond.	Point to the Sister frog, stand near the pond, and jump three times to sit on the leaf in the pond by the Mummy frog.
Brother frog was hot – very, very hot,	Point to the Brother frog and make hot gestures.
So Sister frog said “Come here!”	Return to the leaf, and beckon to Brother frog.
Brother frog jumped, jumped, jumped, and sat on a leaf in the pond.	Point to the Brother frog, stand near the pond, and jump three times to sit on the leaf in the pond by the Sister frog.
Baby frog was hot – very, very hot,	Point to the Baby frog and make hot gestures.
So Brother frog said “Come here!”	Return to the leaf, and beckon to Baby frog.
Baby frog jumped, jumped, jumped, and sat on a leaf in the pond.	Point to the Baby frog, stand near the pond, and jump three times to sit on the leaf in the pond by the Brother frog.
And then – SPLASH – they all fell into the water!	Move backwards and forwards as if you were losing your balance and fall into the pond.

SYLLABUS FOR THE 4TH GRADE: General Introduction

For the 4th grade, students have 2 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections: **Part A** and **Part B**. Part A is designed for those who take 2 hours of compulsory English. Part B is designed for those who take 4 hours of English (2 + 2). Part B does not present any new information but aims to reinforce and enrich what has already been studied in Part A. Each part is to be covered in approximately two weeks. Teachers who have not finished Part A in the allocated time can skip Part B with the students who study English for 4 hours per week. The aim is not to finish units but to teach English.

Consolidation units can be covered in 2 hours in one week. Tasks (projects) that are assigned for each unit can be kept in a dossier by the students, and teachers can give feedback to those after the consolidation unit in the elective course hours. Students can also share their projects with their peers in the class.

Students who complete the 4th grade are expected to show the following linguistic competence levels:

Students will

- a. Have a very basic range of simple expressions about personal details and needs of a concrete type.
- b. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- c. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- d. Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
- e. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- f. Spell his/her address, nationality and other personal details.
- g. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- h. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

In order to achieve the above mentioned objectives, the following structures are suggested:

Simple present tense “to be” as the copula verb: affirmative, negative, yes/no questions

Imperatives: Classroom commands

Wh- questions: What, How many, What color, Where? When? How old?

Possessive pronouns

Have got: affirmative, negative, yes/no questions

Plural nouns

Predicate adjectives

Prepositions of place (in, on, under, next to)

Prepositions of time on/at/ in

adj. + noun combinations

There is/ are

Countable and uncountable nouns

Quantifiers: Some / a lot of

Time expressions such as in the morning, at noon, at night, etc.

As for contexts (situations and texts), the following can be used:

- * informal inter-personal dialogues and conversations between people
- * very short recorded dialogs and passages
- * very short, simple reading texts
- * visuals (pictures, drawings, plans, maps, cartoons, caricatures, photos, etc.)
- * short phrases and sentences

- * student conversations
- * teacher-talk
- * common everyday classroom language
- * Short descriptive paragraphs
- * games (TPR games, Spelling games, Categorization games, ball games, etc.)
- * stories (story telling / story reading)
- * drama and dramatization
- * songs, chants and rhymes
- * poems, riddles, jokes
- * handcraft and art activities
- * Word puzzles, word hunts, jumbled words, word bingo
- * Recorded sounds (animals, nature, etc.)
- * Drawing and coloring activities
- * Connect the dots and maze activities
- * Various reading texts (ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists, Timetables, Weather reports, etc)
- * Information gap activities

UNIT 1: NEW FRIENDS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: HI!	<p>Listening *Listening to recorded texts to put the lines into their correct order. * Listening to recognize basic pronunciation patterns</p> <p>Reading * Reading single phrases for general comprehension * Using clues to make predictions * Recognizing simple phrases</p> <p>Writing * Writing simple isolated phrases and sentences related to introducing and greeting * Repeating simple phrases for correct pronunciation</p> <p>Speaking * Using basic greeting expressions * Asking and answering simple questions * Responding to simple statements related to introducing and greeting</p>	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Greeting and introducing oneself</p>	Creating short conversations with finger puppets.

UNIT 1: NEW FRIENDS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: HELLO!	<p>Listening *Listening to recorded texts to put the lines into their correct order. * Listening to recognize basic pronunciation patterns</p> <p>Reading * Reading single phrases for general comprehension * Using clues to make predictions * Recognizing simple phrases</p> <p>Writing * Writing simple isolated phrases and sentences related to introducing and greeting * Repeating simple phrases for correct pronunciation</p> <p>Speaking * Using basic greeting expressions * Asking and answering simple questions * Responding to simple statements related to introducing and greeting</p>	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Greeting and introducing oneself</p>	Filling in the speech bubbles for two new friends.

UNIT 2: MY CLASSROOM

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Classroom Language	<p>Listening * Listening to recorded short texts to assimilate meaning</p> <p>Reading * Recognizing familiar names, words and simple phrases * Reading simple phrases for general comprehension with visual support. * Using clues to make predictions * Following short, simple directions and instructions</p> <p>Writing * Writing simple phrases and sentences about their classroom</p> <p>Speaking * Asking and answering simple questions * Initiating and responding to simple statements in areas of immediate need * Identifying what he/she means by pointing to it</p>	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information about classroom objects</p> <p>Following classroom instructions</p> <p>Giving classroom commands</p>	<p>Doing picture puzzles.</p>

UNIT 2: MY CLASSROOM

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Classroom Objects	<p>Listening * Listening to recorded short texts to assimilate meaning</p> <p>Reading * Recognizing familiar names, words and simple phrases * Reading simple phrases for general comprehension with visual support. * Using clues to make predictions * Following short, simple directions and instructions</p> <p>Writing * Writing simple phrases and sentences about their classroom</p> <p>Speaking * Asking and answering simple questions * Initiating and responding to simple statements in areas of immediate need * Identifying what he/she means by pointing to it</p>	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information about classroom objects</p> <p>Following classroom instructions</p> <p>Giving classroom commands</p>	<p>Finding the objects that do not belong to a classroom in the given picture.</p>

UNIT 3: MY FAMILY				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Immediate Family	<p>Listening</p> <ul style="list-style-type: none"> * Listening to texts which are short and clear for comprehension * Listening to texts for pleasure (song) <p>Reading</p> <ul style="list-style-type: none"> * Reading very short and simple texts, a single phrase at a time to match visuals and names * Picking up familiar names, words and basic phrases <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated sentences about themselves and their families * Writing numbers one to ten <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about themselves and their families. * Handling numbers 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information about family members</p> <p>Identifying family members.</p> <p>Asking for and giving information about things and people</p>	<p>Preparing a mini poster using photographs of their family members.</p>

UNIT 3: MY FAMILY				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Extended Family	<p>Listening</p> <ul style="list-style-type: none"> * Listening to texts which are short and clear for comprehension * Listening to texts for pleasure (song) <p>Reading</p> <ul style="list-style-type: none"> * Reading very short and simple texts, a single phrase at a time to match visuals and names * Picking up familiar names, words and basic phrases <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated sentences about themselves and their families * Writing numbers one to ten <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about themselves and their families. * Handling numbers 	Choose the appropriate ones from the list.	<p>Asking for and giving information about family members</p> <p>Identifying family members.</p> <p>Asking for and giving information about things and people</p>	Drawing the family tree of their family members.

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
CONSOLIDATION UNIT (Units 1,2,3)	All skills in Units 1,2,3	All used in Units 1,2,3 Any other which is suitable for the level	All functions covered in Units 1,2,3	Revision or checking the previous tasks

UNIT 4: MY CLOTHES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Daily Clothes	<p>Listening</p> <ul style="list-style-type: none"> * Listening to recorded texts to match visuals and names * Listening for specific information and identifying corresponding words <p>Reading</p> <ul style="list-style-type: none"> * Understanding very short, simple texts at a time * Recognizing familiar names, words and basic phrases. * Categorizing related terms using visuals support * Using clues to make predictions <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences * Writing simple sentences about their clothes <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering simple questions about their clothes * Identifying what he/she means by pointing to it * Using an inadequate word from his/her repertoire and using gestures to clarify what he/she wants to say. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Identifying clothing items</p> <p>Identifying colors</p> <p>Describing clothes</p>	Choosing a cartoon character and dressing him/her up (draw, color, cut)

UNIT 4: MY CLOTHES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Accessories	<p>Listening</p> <ul style="list-style-type: none"> * Listening to recorded texts to match visuals and names * Listening for specific information and identifying corresponding words <p>Reading</p> <ul style="list-style-type: none"> * Understanding very short, simple texts at a time * Recognizing familiar names, words and basic phrases. * Categorizing related terms using visuals support * Using clues to make predictions <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences * Writing simple sentences about their clothes <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering simple questions about their clothes * Identifying what he/she means by pointing to it * Using an inadequate word from his/her repertoire and using gestures to clarify what he/she wants to say. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Identifying clothing items</p> <p>Identifying colors</p> <p>Describing clothes</p>	<p>Designing accessories for the chosen cartoon character.</p>

UNIT 5: BODY PARTS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: My Body	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a song and singing and acting out. * Listening to clear and short texts to follow repeated commands. <p>Reading</p> <ul style="list-style-type: none"> * Reading and understanding short and clear texts at a time, picking up familiar words and basic phrases * Categorizing related terms. <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences <p>Speaking</p> <ul style="list-style-type: none"> * Repeating simple phrases for correct pronunciation * Reading aloud very short rehearsed texts. * Producing simple mainly isolated phrases about body parts. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information about body parts</p> <p>Identifying parts of body</p>	<p>Labelling the body parts</p>

UNIT 5: BODY PARTS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: An Alien's Body	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a song and singing and acting out. * Listening to clear and short texts to follow repeated commands. <p>Reading</p> <ul style="list-style-type: none"> * Reading and understanding short and clear texts at a time, picking up familiar words and basic phrases * Categorizing related terms. <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences <p>Speaking</p> <ul style="list-style-type: none"> * Repeating simple phrases for correct pronunciation * Reading aloud very short rehearsed texts. * Producing simple mainly isolated phrases about body parts. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information about body parts</p> <p>Identifying parts of body</p>	<p>Designing your own character (monster, alien, cartoon character, robot, etc.)</p>

UNIT 6: HOME SWEET HOME

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Rooms	<p>Listening * Listening to a recorded text to match pieces of information</p> <p>Reading * Reading single phrases to match visuals and names * Using clues to make predictions * Categorizing related terms * Recognizing simple phrases</p> <p>Writing * Writing simple isolated phrases and sentences about where objects are</p> <p>Speaking * Repeating simple phrases for correct pronunciation * Asking and answering questions related to parts of a house and objects * Initiating and responding to simple statements * Reading aloud very short rehearsed texts</p>	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information about where things are</p> <p>Identifying furniture and parts of a house</p>	<p>Imagining a room, drawing and coloring it, and writing the names of the objects.</p>

UNIT 6: HOME SWEET HOME				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Pieces of Furniture	<p>Listening * Listening to a recorded text to match pieces of information</p> <p>Reading * Reading single phrases to match visuals and names * Using clues to make predictions * Categorizing related terms * Recognizing simple phrases</p> <p>Writing * Writing simple isolated phrases and sentences about where objects are</p> <p>Speaking * Repeating simple phrases for correct pronunciation * Asking and answering questions related to parts of a house and objects * Initiating and responding to simple statements * Reading aloud very short rehearsed texts</p>	Choose the appropriate ones from the list.	<p>Asking for and giving information about where things are</p> <p>Identifying furniture and parts of a house</p>	Preparing models of furniture and labelling them.

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
CONSOLIDATION UNIT (Units 4,5,6)	All skills in Units 4,5,6	All used in Units 4,5,6 Any other which is suitable for the level	All functions covered in Units 4,5,6	Revision or checking the previous tasks

UNIT 7: PETS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Ordinary Pets	<p>Listening * Listening for specific information and identifying corresponding words * Identifying different animal sounds.</p> <p>Reading * Reading simple texts to recognize familiar names, words and basic phrases. * Reading short descriptions by the help of visual supports. * Categorizing related terms.</p> <p>Writing * Asking about specific details in written form. * Writing simple isolated sentences. * Writing numbers (10-20)</p> <p>Speaking * Asking simple questions about animals * Asking and answering simple questions, initiating and responding to simple statements. * Handling numbers (10-20).</p>	Choose the appropriate ones from the list.	<p>Identifying and describing animals</p> <p>Asking and giving information about animals</p>	Observing a pet and imitating it.

UNIT 7: PETS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Exotic Pets	<p>Listening</p> <ul style="list-style-type: none"> * Listening for specific information and identifying corresponding words * Identifying different animal sounds. <p>Reading</p> <ul style="list-style-type: none"> * Reading simple texts to recognize familiar names, words and basic phrases. * Reading short descriptions by the help of visual supports. * Categorizing related terms. <p>Writing</p> <ul style="list-style-type: none"> * Asking about specific details in written form. * Writing simple isolated sentences. * Writing numbers (10-20) <p>Speaking</p> <ul style="list-style-type: none"> * Asking simple questions about animals * Asking and answering simple questions, initiating and responding to simple statements. * Handling numbers (10-20). 	<p>Choose the appropriate ones from the list.</p>	<p>Identifying and describing animals</p> <p>Asking and giving information about animals</p>	<p>Finding pictures of some exotic pets.</p>

UNIT 8: MY WEEKLY SCHEDULE				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: My Lessons	<p>Listening</p> <ul style="list-style-type: none"> * Listening for specific information and identifying corresponding words * Listening to re-order the phrases * Listening to a chant and repeating it <p>Reading</p> <ul style="list-style-type: none"> * Reading short & simple texts * Picking up familiar names and basic phrases * Categorizing related terms. <p>Writing</p> <ul style="list-style-type: none"> * Writing specific words and phrases (days of the week, their lessons) <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering simple questions about their school life. * Asking and answering questions about days of the week * Singing a chant for correct pronunciation. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking and giving information about the days of the week</p> <p>Asking and giving information about school subjects.</p>	<p>Making their own timetable.</p>

UNIT 8: MY WEEKLY SCHEDULE				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Activities at School	<p>Listening</p> <ul style="list-style-type: none"> * Listening for specific information and identifying corresponding words * Listening to re-order the phrases * Listening to a chant and repeating it <p>Reading</p> <ul style="list-style-type: none"> * Reading short & simple texts * Picking up familiar names and basic phrases * Categorizing related terms. <p>Writing</p> <ul style="list-style-type: none"> * Writing specific words and phrases (days of the week, their lessons) <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering simple questions about their school life. * Asking and answering questions about days of the week * Singing a chant for correct pronunciation. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking and giving information about the days of the week</p> <p>Asking and giving information about school subjects.</p>	<p>Writing the names of the activities that their school offers.</p>

UNIT 9: TIMETABLES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: My Lessons	<p>Listening</p> <ul style="list-style-type: none"> * Listening to and singing a song. * Listening to recorded texts to match related information <p>Reading</p> <ul style="list-style-type: none"> * Reading and understanding simple phrases and sentences * Recognizing familiar words * Matching familiar words with each other <p>Writing</p> <ul style="list-style-type: none"> * Writing simple phrases and sentences about time * Writing numbers (20 to 60) <p>Speaking</p> <ul style="list-style-type: none"> * Asking simple questions about animals * Asking and answering simple questions, initiating and responding to simple statements. * Handling numbers (1-60). * Handling time 	Choose the appropriate ones from the list.	Asking and telling the time	Making a clock.

UNIT 9: TIMETABLES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: TV Programs	<p>Listening</p> <ul style="list-style-type: none"> * Listening to and singing a song. * Listening to recorded texts to match related information <p>Reading</p> <ul style="list-style-type: none"> * Reading and understanding simple phrases and sentences * Recognizing familiar words * Matching familiar words with each other <p>Writing</p> <ul style="list-style-type: none"> * Writing simple phrases and sentences about time * Writing numbers (20 to 60) <p>Speaking</p> <ul style="list-style-type: none"> * Asking simple questions about animals * Asking and answering simple questions, initiating and responding to simple statements. * Handling numbers (1-60). * Handling time 	Choose the appropriate ones from the list.	Asking and telling the time	Finding the times of their favourite programs and writing them down.

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
CONSOLIDATION UNIT (Units 7,8,9)	All skills in Units 7,8,9	All used in Units 7,8,9 Any other which is suitable for the level	All functions covered in Units 7,8,9	Revision or checking the previous tasks

UNIT 10: BIRTHDAYS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: My Birthday	<p>Listening</p> <ul style="list-style-type: none"> * Listening to and singing a song. * Following speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. <p>Reading</p> <ul style="list-style-type: none"> * Reading simple phrases to fill in the missing information * Reading for getting information about a specific situation. * Recognizing simple phrases * Reading for understanding simple messages on invitation cards <p>Writing</p> <ul style="list-style-type: none"> * Writing short simple postcards. * Writing simple isolated phrases and sentences. <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering simple questions. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Handling time * Indicate time by such phrases as on Saturday, at 3 o'clock, etc. 	Choose the appropriate ones from the list.	<p>Asking and giving information about months</p> <p>Asking and giving information about their age.</p>	Making a list showing the birthdays of their family members.

UNIT 10: BIRTHDAYS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: My Friend's Birthday	<p>Listening</p> <ul style="list-style-type: none"> * Listening to and singing a song. * Following speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. <p>Reading</p> <ul style="list-style-type: none"> * Reading simple phrases to fill in the missing information * Reading for getting information about a specific situation. * Recognizing simple phrases * Reading for understanding simple messages on invitation cards <p>Writing</p> <ul style="list-style-type: none"> * Writing short simple postcards. * Writing simple isolated phrases and sentences. <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering simple questions. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Handling time * Indicate time by such phrases as on Saturday, at 3 o'clock, etc. 	Choose the appropriate ones from the list.	<p>Asking and giving information about months</p> <p>Asking and giving information about their age.</p>	Making a calendar showing your friends' birthdays.

UNIT 11: FOOD AND DRINKS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Healthy Food	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded text to fill in the missing information * Listening to a text to match related items. <p>Reading</p> <ul style="list-style-type: none"> * Reading short simple texts. * Recognizing and categorizing related terms with the help of visual support * Picking up familiar names and basic phrases <p>Writing</p> <ul style="list-style-type: none"> * Writing simple and short phrases about food and drinks * Writing words and phrases for correct spelling. <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering simple questions, * Producing simple isolated phrases about their state (Hungry, thirsty, etc.) 	Choose the appropriate ones from the list.	<p>Asking and giving information about quantity</p> <p>Identifying physical state</p>	Identifying physical state

UNIT 11: FOOD AND DRINKS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Meals	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded text to fill in the missing information * Listening to a text to match related items. <p>Reading</p> <ul style="list-style-type: none"> * Reading short simple texts. * Recognizing and categorizing related terms with the help of visual support * Picking up familiar names and basic phrases <p>Writing</p> <ul style="list-style-type: none"> * Writing simple and short phrases about food and drinks * Writing words and phrases for correct spelling. <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering simple questions, * Producing simple isolated phrases about their state (Hungry, thirsty, etc.) 	Choose the appropriate ones from the list.	<p>Asking and giving information about quantity</p> <p>Identifying mood</p>	Drawing a diagram showing dairy products.

UNIT 12: SEASONS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Weather Conditions	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded chant and repeating it * Listening to recorded sounds of nature to predict the weather <p>Reading</p> <ul style="list-style-type: none"> * Reading short and simple texts * Picking up familiar names and words * Categorizing related terms * Reading for specific information <p>Writing</p> <ul style="list-style-type: none"> * Writing simple phrases and sentences * Writing words and phrases for correct spelling (Dictation) <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about a familiar topic * Initiating and responding to simple statements * Talking about factual information * Understanding questions addressed slowly and carefully to them 	<p>Choose the appropriate ones from the list.</p>	<p>Asking and giving information about seasons and climate</p> <p>Making suggestions</p>	<p>Preparing a poster showing weather conditions in each season.</p>

UNIT 12: SEASONS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Seasonal Products	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded chant and repeating it * Listening to recorded sounds of nature to predict the weather <p>Reading</p> <ul style="list-style-type: none"> * Reading short and simple texts * Picking up familiar names and words * Categorizing related terms * Reading for specific information <p>Writing</p> <ul style="list-style-type: none"> * Writing simple phrases and sentences * Writing words and phrases for correct spelling (Dictation) <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about a familiar topic * Initiating and responding to simple statements * Talking about factual information * Understanding questions addressed slowly and carefully to them 	Choose the appropriate ones from the list.	<p>Asking and giving information about seasons and climate</p> <p>Making suggestions</p>	Finding which fruit grows in which season and making a chart.

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
CONSOLIDATION UNIT (Units 10,11,12)	All skills in Units 10,11,12	All used in Units 10,11,12 Any other which is suitable for the level	All functions covered in Units 10,11,12	Revision or checking the previous tasks

UNIT 13: TOYS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: My Toys	<p>Listening</p> <ul style="list-style-type: none"> * Listening to identify objects * Listening to draw and color the object <p>Reading</p> <ul style="list-style-type: none"> * Reading simple and clear texts for comprehension * Recognizing words and basic phrases * Reading and understanding relation between numerical and verbal information <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences * Rewriting the sentences to correct the word order * Writing numbers (60-100) <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about what they have and where things are * Producing simple isolated phrases about objects * Handling numbers (60-100) 	<p>Choose the appropriate ones from the list.</p>	<p>Identifying and describing objects</p> <p>Identifying location</p> <p>Asking for and giving information about size</p> <p>Asking for and giving information about quantity</p>	<p>Drawing the picture of your favourite toy</p>

UNIT 13: TOYS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: A Toy Store	<p>Listening</p> <ul style="list-style-type: none"> * Listening to identify objects * Listening to draw and colour the object <p>Reading</p> <ul style="list-style-type: none"> * Reading simple and clear texts for comprehension * Recognizing words and basic phrases * Reading and understanding relation between numerical and verbal information <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences * Rewriting the sentences to correct the word order * Writing numbers (60-100) <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about what they have and where things are * Producing simple isolated phrases about objects * Handling numbers (60-100) 	<p>Choose the appropriate ones from the list.</p>	<p>Identifying and describing objects</p> <p>Identifying location</p> <p>Asking for and giving information about size</p> <p>Asking for and giving information about quantity</p>	<p>Making a simple toy using materials at home (buttons, wool, match boxes, etc.)</p>

UNIT 14: PHYSICAL APPEARANCE				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: My Appearance	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded text to complete missing information * Listening to a recorded text to match pieces of information. <p>Reading</p> <ul style="list-style-type: none"> * Reading short simple texts to match words and phrases and rereading as required. * Recognizing familiar names and words * Categorizing related terms * Reading personal information in cards or forms * Understanding short, simple messages on ID cards. <p>Writing</p> <ul style="list-style-type: none"> * Filling in cards or forms to write personal information * Writing numbers and dates, own name, nationality, address, age, date of birth etc. * Asking for or passing on personal details in written form <p>Speaking</p> <ul style="list-style-type: none"> * Asking for and providing personal information. * Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. 	<p>Choose the appropriate ones from the list.</p>	<p>Identifying people's physical appearance</p> <p>Describing physical appearance</p>	<p>Filling out a passport application form</p>

UNIT 14: PHYSICAL APPEARANCE

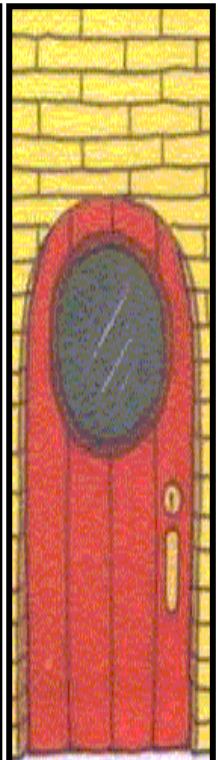
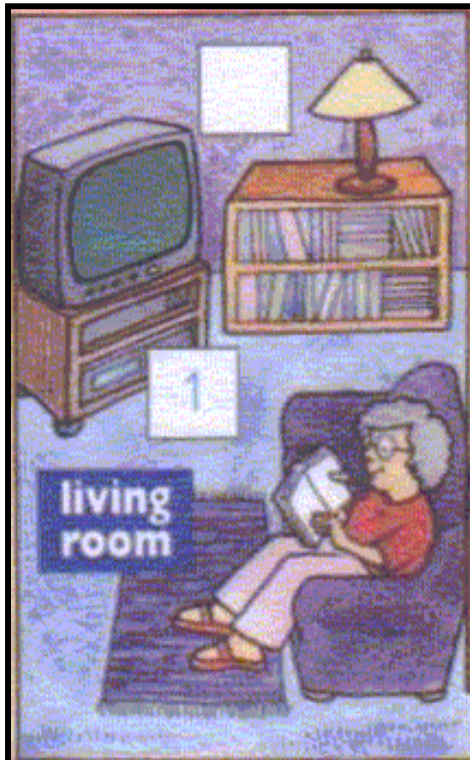
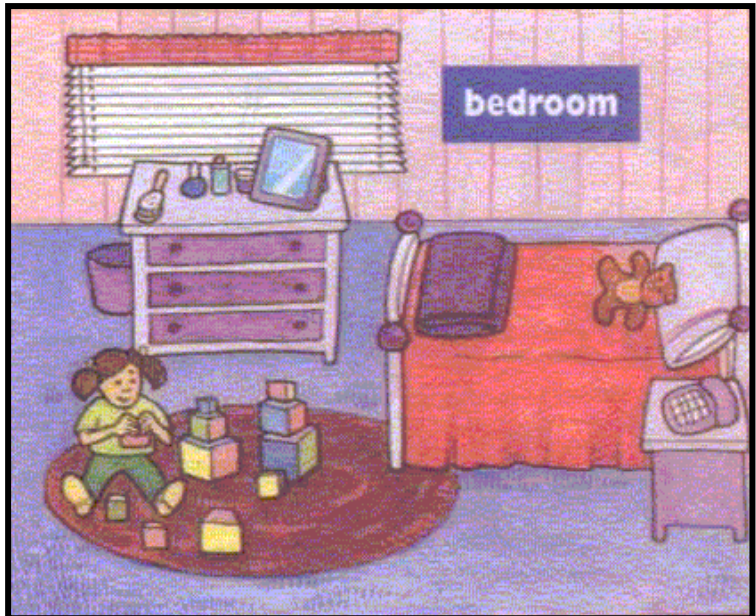
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: My Best Friend	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded text to complete missing information * Listening to a recorded text to match pieces of information. <p>Reading</p> <ul style="list-style-type: none"> * Reading short simple texts to match words and phrases and rereading as required. * Recognizing familiar names and words * Categorizing related terms * Reading personal information in cards or forms * Understanding short, simple messages on ID cards. <p>Writing</p> <ul style="list-style-type: none"> * Filling in cards or forms to write personal information * Writing numbers and dates, own name, nationality, address, age, date of birth etc. * Asking for or passing on personal details in written form <p>Speaking</p> <ul style="list-style-type: none"> * Asking for and providing personal information. * Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. 	<p>Choose the appropriate ones from the list.</p>	<p>Identifying people's physical appearance</p> <p>Describing physical appearance</p>	<p>Colouring parts of a picture using the given colour codes</p>

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
CONSOLIDATION UNIT (Units 13 and 14)	All skills in Units 13 and 14	All used in Units 13 and 14 Any other which is suitable for the level	All functions covered in Units 13 and 14	Revision or checking the previous tasks

UNIT 6: HOME SWEET HOME

Part A: Rooms

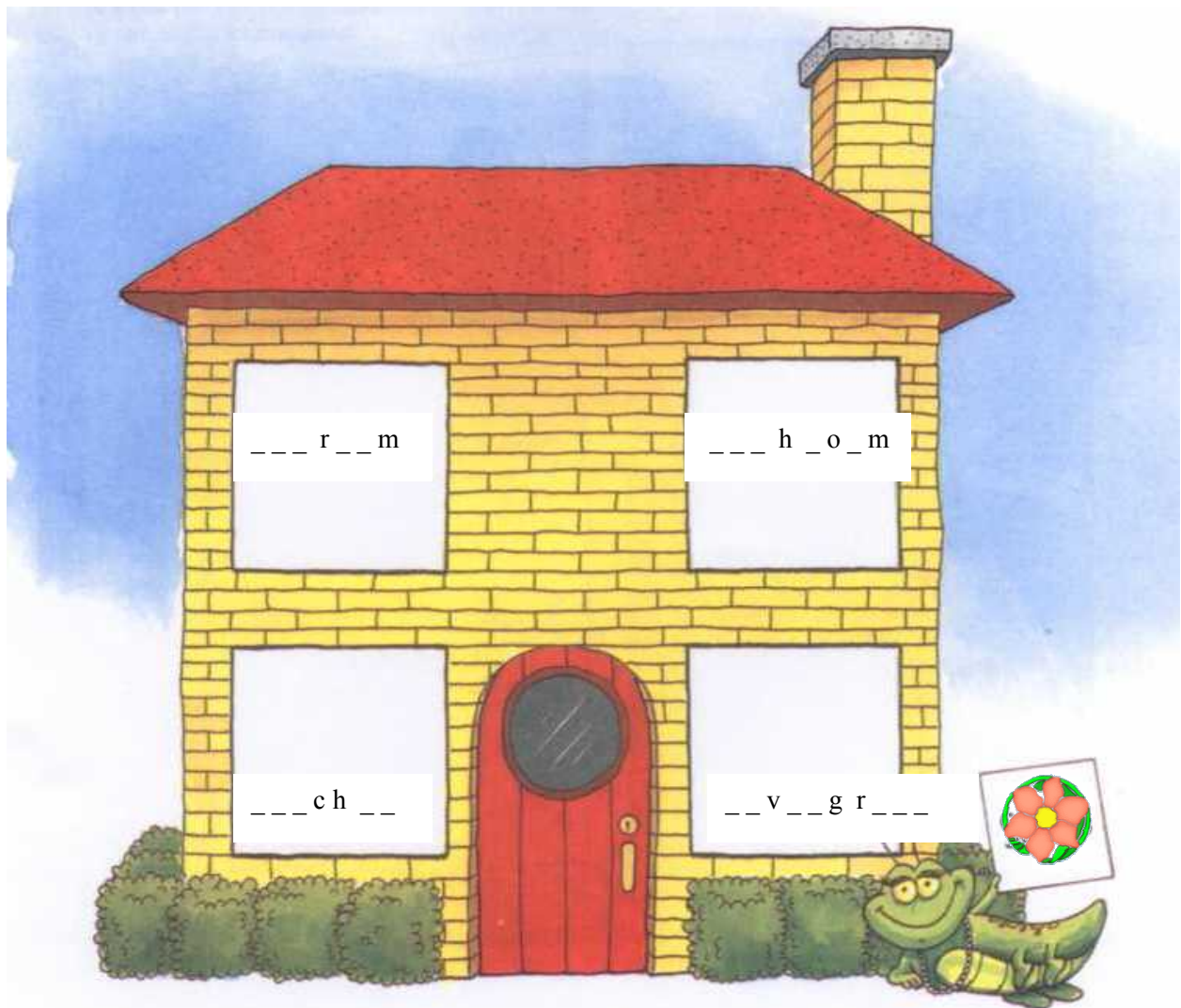
A) Look and Study. Do you know these objects?



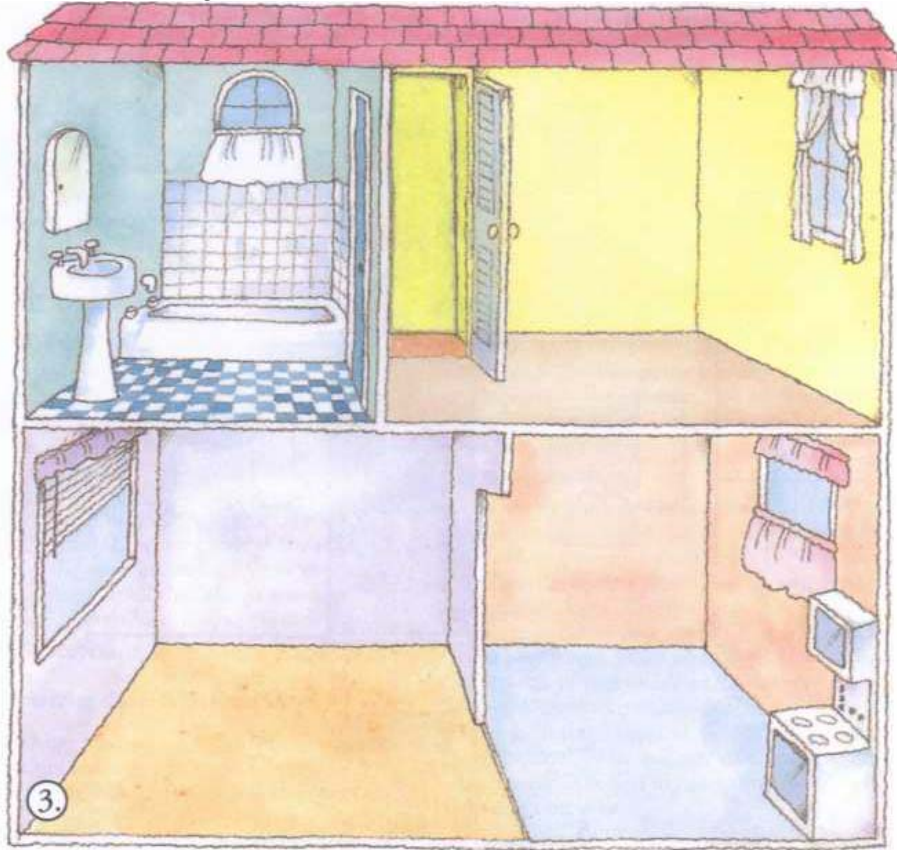
B) Listen and Choose


















1. This is my
a) living room.
b) bedroom.
c) bathroom.
2. My
a) television
b) desk is next to
c) bed
a) the window.
b) the door.
c) the wall.
3. My books are
a) in the bookcase.
b) on the table.
c) under the bed.
4. My clothes are
a) on the bed.
b) under the desk.
c) in the wardrobe.

C) Write the names of the rooms:



D) Match the objects and the rooms



- a) 
- b) 
- c) 
- d) 
- e) 
- f) 
- g) 
- h) 
- i) 
- j) 
- k) 
- l) 
- m) 
- n) 
- o) 
- p) 
- q) 

E) Listen and Say (Pronunciation)



Bedroom	Bed Wardrobe Bookcase Chair Desk
Bathroom	Toilet Washbasin Shower Tap Bath mat
Living room	Television Armchair Sofa Cushion Coffee-table
Kitchen	Table Refrigerator Cooker Cupboard Clock



F) Word Hunt: Find the words in the puzzle. Cross them out.

X	Y	C	O	C	L	O	C	K	W	H	R
Z	B	O	S	H	G	K	A	T	L	C	I
A	W	F	M	A	E	A	N	T	F	O	Z
R	E	F	R	I	G	E	R	A	T	O	R
M	K	E	I	R	A	Y	J	P	X	K	J
C	H	E	A	J	Z	I	X	W	A	E	R
H	Z	T	B	A	T	H	M	A	T	R	B
A	X	A	V	T	Y	N	W	X	I	A	E
I	I	B	R	I	C	U	S	H	I	O	N
R	E	L	W	A	S	H	B	A	S	I	N
H	D	E	S	K	A	J	X	B	E	D	W

List : washbasin, desk, cooker, cushion, bed, coffee table, bathmat, armchair, chair, refrigerator, clock, tap

G) Listen and chant

Cat! Cat! Where is the cat?
Cat! Cat! It's on the mat.



Cat! Cat! Where is the cat?
Cat! Cat! It's under the bed.



Cat! Cat! Where is the cat?
Cat! Cat! It's in the hat.



Cat! Cat! Where is the cat?
Cat! Cat! It's next to the rat.



H) Look and Answer



1) Where are the T-shirts?

.....

2) Where is the mother?

.....

3) Where is the toilet?

.....

4) Where is the father?

.....

5) Where is the telephone?

.....

6) Where are the cushions?

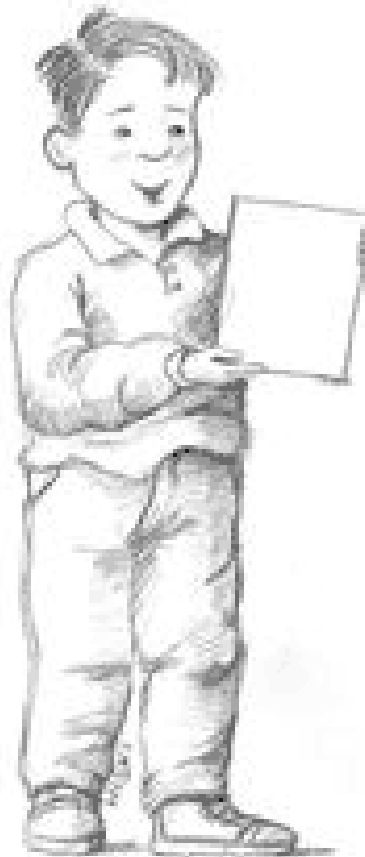
.....

7) Where is the cooker?

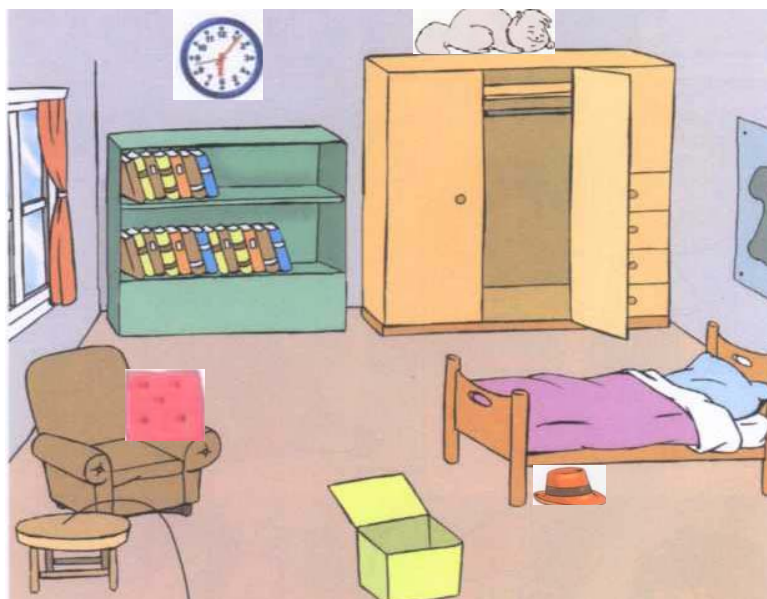
.....

8) Where is the cupboard?

.....



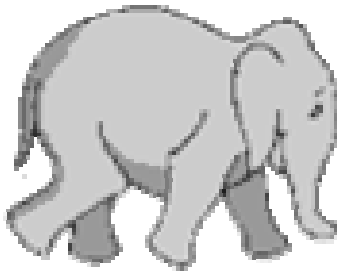
I) Ask and answer. Fill in the speech bubbles. Look at the example.





Where is the clock?

It's on the wall.



Where ?

It's



Where ?

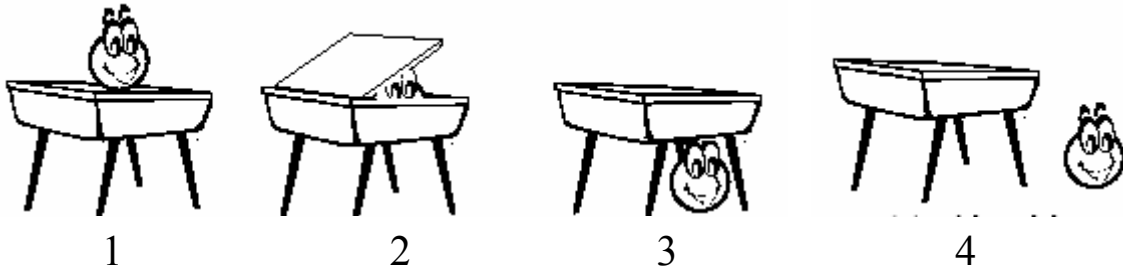


They're

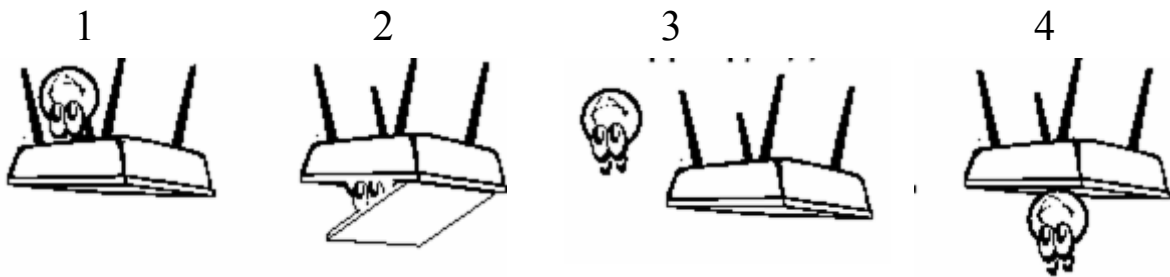


J) Work in pairs. Where is the ball? Ask and answer. Find the differences between Picture A and Picture B. (Information gap)

PICTURE A



PICTURE B



TASK:

IMAGINE A ROOM. DRAW AND COLOR IT.
WRITE THE NAMES OF THE OBJECTS.

YOUR PICTURE:

SYLLABUS FOR THE 5TH GRADE: General Introduction

For the 5th grade, students have 2 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections: **Part A** and **Part B**. Part A is designed for those who take 2 hours of compulsory English. Part B is designed for those who take 4 hours of English (2 + 2). Part B does not present any new information but aims to reinforce and enrich the things that have been studied in Part A. Each part is to be covered in approximately two weeks. Teachers who have not finished Part A in the allocated time can skip Part B with the students who study English for 4 hours per week. The aim is not to finish units but to teach English.

Consolidation units can be covered in one week. Tasks (projects) that are assigned for each unit can be kept in a dossier by the students and teachers can give feedback to those after the consolidation unit in the elective course hours. Students can also share their projects with their peers in the class.

Students who complete the 5th grade are expected to show the following linguistic competence levels:

Students will

- a. Have a very basic range of simple expressions about personal details and needs of a concrete type.
- b. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- c. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- d. Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
- e. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- f. Spell his/her address, nationality and other personal details.
- g. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- h. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

In order to fulfil the above mentioned objectives, the following structures are suggested:

Simple present tense to be: affirmative, negative, interrogative

Wh- questions: What, How many, What color, Where? When? How old? How much? Whose?

Prepositions of place (in, on, under, next to, behind, in front of, etc.) + prepositions of direction

Have got: affirmative, negative, interrogative

Adjectives of state (hungry, thirsty, etc.) + Predicate adjectives

Can for ability: affirmative, negative, yes/no questions

Simple Present Tense for likes and dislikes (I/YOU/WE/THEY): affirmative, negative, interrogative

Simple Present Tense for likes and dislikes (HE/SHE/IT): affirmative, negative, interrogative

Like + N / Like + Gerund

Possessive pronouns + Possessive 's + Possessive adjectives: mine, yours, hers, his, ours, theirs, its

Should for advice: affirmative, negative, interrogative

Present Progressive Tense: affirmative, negative, interrogative

Can for requesting: affirmative, negative, interrogative

Countable and uncountable nouns

Plural nouns

Prepositions of time on/at/ in

adj. + noun combinations

There is/ are

Quantifiers: Some / a lot of

As for contexts (situations and texts), the following can be used:

- * informal inter-personal dialogues and conversations between people
- * very short recorded dialogs and passages
- * very short, simple reading texts
- * visuals (pictures, drawings, plans, maps, flags, cartoons, caricatures, photos, shadows, models, Charts, puppets, etc.)
- * OHP and transparencies
- * short phrases and sentences
- * student conversations
- * teacher-talk
- * common everyday classroom language
- * Short descriptive paragraphs
- * games (TPR games, Spelling games, Categorization games, ball games, Miming games, etc.)
- * stories (story telling / story reading)
- * drama and dramatization
- * songs, chants and rhymes
- * poems, riddles, jokes, tongue twisters
- * handcraft and art activities
- * Word puzzles, word hunts, jumbled words, word bingo
- * Recorded sounds (animals, nature, etc.)
- * Drawing and colouring activities
- * Connect the dots and maze activities
- * Various reading texts (ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists, Timetables, Weather reports, TV Guides, Classroom rules, Menus, Food price lists, Personal letters, postcards, e-mails, chat messages, Speech bubbles, etc)
- * Information gap activities

UNIT 1: COUNTRIES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: My Country	<p>Listening</p> <ul style="list-style-type: none"> * Listening to texts which are short and clear for comprehension * Listening to recorded texts to match country names and nationalities <p>Reading</p> <ul style="list-style-type: none"> * Reading and matching parts to make sense * Reading to recognize familiar words and phrases * Reading to get an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>Writing</p> <ul style="list-style-type: none"> * Writing nationalities, country names * Writing simple sentences about themselves and other people <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about themselves * Producing simple, mainly isolated phrases about people and places * Asking and answering simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. 	Choose the appropriate ones from the list.	<p>Greeting people informally and formally</p> <p>Introducing yourself and other people</p>	Following written instructions to colour a flag, finding and writing the name of the country that the flag belongs to.

UNIT 1: COUNTRIES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Other Countries	<p>Listening</p> <ul style="list-style-type: none"> * Listening to texts which are short and clear for comprehension * Listening to recorded texts to match country names and nationalities <p>Reading</p> <ul style="list-style-type: none"> * Reading and matching parts to make sense * Reading to recognize familiar words and phrases * Reading to get an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>Writing</p> <ul style="list-style-type: none"> * Writing nationalities, country names * Writing simple sentences about themselves and other people <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about themselves * Producing simple, mainly isolated phrases about people and places * Asking and answering simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. 	Choose the appropriate ones from the list.	<p>Greeting people informally and formally</p> <p>Introducing yourself and other people</p>	Writing sentences about a person to give information about his/her origin and physical appearance.

UNIT 2: REGIONS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: My Region	<p>Listening</p> <ul style="list-style-type: none"> * Listening to dialogues and conversations to follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. * Listening to recorded texts to find specific information to fill in a chart. <p>Reading</p> <ul style="list-style-type: none"> * Understanding very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. * Understanding short, simple messages on postcards. * Getting an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. <p>Writing</p> <ul style="list-style-type: none"> * Copying out single words and short texts presented in standard printed format. <p>Speaking</p> <ul style="list-style-type: none"> * Producing simple mainly isolated phrases about people and places. * Describing where he/she lives. * Reading a very short, rehearsed statement to introduce a geographical region * Asking and answering questions about themselves and other people and where they live. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Describing geographical locations and features</p> <p>Asking and talking about places</p>	Constructing a model to show basic geographical features of their region.

UNIT 2: REGIONS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Geographical Features	<p>Listening * Listening to dialogues and conversations to follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. * Listening to recorded texts to find specific information to fill in a chart.</p> <p>Reading * Understanding very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. * Understanding short, simple messages on postcards. * Getting an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</p> <p>Writing * Copying out single words and short texts presented in standard printed format.</p> <p>Speaking * Producing simple mainly isolated phrases about people and places. * Describing where he/she lives. * Reading a very short, rehearsed statement to introduce a geographical region * Asking and answering questions about themselves and other people and where they live.</p>	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Describing geographical locations and features</p> <p>Asking and talking about places</p>	Finding postcards with views from different regions.

UNIT 3: CITIES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Capital Cities	<p>Listening * Listening to recorded texts to match pieces of information * Listening to information to move objects or people to their correct location.</p> <p>Reading * Reading simple texts to pick up familiar names, words and phrases. * Using clues to make predictions.</p> <p>Writing * Writing simple phrases and sentences about where people live</p> <p>Speaking * Asking and answering simple questions, initiating and responding to simple statements on familiar topics * Producing simple mainly isolated phrases about people and places. * Describing where he/she lives. * Giving and following simple directions and instructions e.g. explain how to get somewhere.</p>	Choose the appropriate ones from the list.	<p>Describing locations</p> <p>Naming buildings in a community</p> <p>Asking and talking about places</p> <p>Asking for and giving directions</p>	Choosing 4 - 8 countries, and writing their capital cities.

UNIT 3: CITIES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Famous Cities	<p>Listening</p> <ul style="list-style-type: none"> * Listening to recorded texts to match pieces of information * Listening to information to move objects or people to their correct location. <p>Reading</p> <ul style="list-style-type: none"> * Reading simple texts to pick up familiar names, words and phrases. * Using clues to make predictions. <p>Writing</p> <ul style="list-style-type: none"> * Writing simple phrases and sentences about where people live <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering simple questions, initiating and responding to simple statements on familiar topics * Producing simple mainly isolated phrases about people and places. * Describing where he/she lives. * Giving and following simple directions and instructions e.g. explain how to get somewhere. 	Choose the appropriate ones from the list.	<p>Describing locations</p> <p>Naming buildings in a community</p> <p>Asking and talking about places</p> <p>Asking for and giving directions</p>	Naming some famous buildings or monuments in the given cities.

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
CONSOLIDATION UNIT (Units 1,2,3)	All skills in Units 1,2,3	All used in Units 1,2,3 Any other which is suitable for the level	All functions covered in Units 1,2,3	Revision or checking the previous tasks

UNIT 4: SCHOOL LIFE				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Classroom Rules	<p>Listening</p> <ul style="list-style-type: none"> * Understanding instructions addressed carefully and slowly to them. * Following short, simple directions. <p>Reading</p> <ul style="list-style-type: none"> * Reading short, simple texts, a single phrase at a time * Picking up familiar names, words, and very basic phrases in common everyday situations. * Getting the idea of the content of simpler informational material * Following short, simple written directions <p>Writing</p> <ul style="list-style-type: none"> * Asking for or passing on instructions in written form. <p>Speaking</p> <ul style="list-style-type: none"> * Understanding everyday expressions aimed at the satisfaction of simple needs of concrete type. * Understanding questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. * Asking people for things, and giving people things. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Asking and talking about rules</p> <p>Giving orders and commands</p>	Writing the rules of their classroom.

UNIT 4: SCHOOL LIFE				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: School Rules	<p>Listening</p> <ul style="list-style-type: none"> * Understanding instructions addressed carefully and slowly to them. * Following short, simple directions. <p>Reading</p> <ul style="list-style-type: none"> * Reading short, simple texts, a single phrase at a time * Picking up familiar names, words, and very basic phrases in common everyday situations. * Getting the idea of the content of simpler informational material * Following short, simple written directions <p>Writing</p> <ul style="list-style-type: none"> * Asking for or passing on instructions in written form. <p>Speaking</p> <ul style="list-style-type: none"> * Understanding everyday expressions aimed at the satisfaction of simple needs of concrete type. * Understanding questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. * Asking people for things, and giving people things. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Asking and talking about rules</p> <p>Giving orders and commands</p>	Making a poster of an important school rule.

UNIT 5: SCHOOL STORES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Stationery	<p>Listening * Listening to a recorded text to pick up familiar words and phrases * Listening to information to move objects or people to their correct location.</p> <p>Reading * Reading short simple texts. * Recognizing and categorizing related terms with the help of visual supports</p> <p>Writing * Writing simple isolated sentences</p> <p>Speaking * Asking and answering questions about prices of things * Asking and answering questions about other people. * Asking people for things and giving people things. * Handling numbers, quantities and cost. * Making simple purchases by stating what is wanted and asking the price. * Asking for attention.</p>	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Getting attention</p> <p>Exchanging greetings</p> <p>Identifying category of goods required</p> <p>Seeking and giving information about numbers, quantities and cost.</p> <p>Receiving/handing over payment.</p> <p>Receiving/handing over goods (and receipt).</p> <p>Exchanging thanks</p>	Preparing the price list of the items sold in the stationery store.

UNIT 5: SCHOOL STORES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Food Store	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded text to pick up familiar words and phrases * Listening to information to move objects or people to their correct location. <p>Reading</p> <ul style="list-style-type: none"> * Reading short simple texts. * Recognizing and categorizing related terms with the help of visual supports <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated sentences <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about prices of things * Asking and answering questions about other people. * Asking people for things and giving people things. * Handling numbers, quantities and cost. * Making simple purchases by stating what is wanted and asking the price. * Asking for attention. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Getting attention</p> <p>Exchanging greetings</p> <p>Identifying category of goods required</p> <p>Seeking and giving information about numbers, quantities and cost.</p> <p>Receiving/handing over payment.</p> <p>Receiving/handing over goods (and receipt).</p> <p>Exchanging thanks</p>	Finding what they can buy with their pocket money from the food store.

UNIT 6: PHYSICAL EDUCATION				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Physical Exercises	<p>Listening</p> <ul style="list-style-type: none"> * Listening to and singing a song. * Listening to a recorded text to fill in the missing information. * Understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. <p>Reading</p> <ul style="list-style-type: none"> * Reading short simple texts * Using clues to make predictions * Getting an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. <p>Writing</p> <ul style="list-style-type: none"> * Writing simple sentences about themselves <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about their abilities * Repeating simple phrases for correct pronunciation * Ask and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Asking and talking about ability</p>	Ticking the given checklist about their abilities (e.g. I can jump a 100 times. YES NO)

UNIT 6: PHYSICAL EDUCATION				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Sports	<p>Listening</p> <ul style="list-style-type: none"> * Listening to and singing a song. * Listening to a recorded text to fill in the missing information. * Understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. <p>Reading</p> <ul style="list-style-type: none"> * Reading short simple texts * Using clues to make predictions * Getting an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. <p>Writing</p> <ul style="list-style-type: none"> * Writing simple sentences about themselves <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about their abilities * Repeating simple phrases for correct pronunciation * Ask and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Asking and talking about ability</p>	Writing the names of the sports they can do (2) and they can't do (2).

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
CONSOLIDATION UNIT (Units 4,5,6)	All skills in Units 4,5,6	All used in Units 4,5,6 Any other which is suitable for the level	All functions covered in Units 4,5,6	Revision or checking the previous tasks

UNIT 7: LIKES AND DISLIKES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Favourite Dishes	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded text to fill in a chart * Listening to clear and short texts to assimilate meaning * Listening to a chant and singing it <p>Reading</p> <ul style="list-style-type: none"> * Reading simple texts for comprehension * Picking up familiar names, words, and very basic phrases in common everyday situations. * Getting the idea of the content of simple informational material * Following short, simple written directions <p>Writing</p> <ul style="list-style-type: none"> * Writing simple sentences about their likes and dislikes * Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “or” * Asking for or passing on personal details in written form * Copying out single words and short texts presented in standard printed format. <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about likes and dislikes. * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. * Understanding questions and instructions addressed carefully and slowly to him/her * Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. 	Choose the appropriate ones from the list.	Asking for and giving information about likes and dislikes	Making a list of your likes (5 food items) and dislikes (5 food items)

UNIT 7: LIKES AND DISLIKES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>Part B: Favourite Desserts</p>	<p>Listening * Listening to a recorded text to fill in a chart * Listening to clear and short texts to assimilate meaning * Listening to a chant and singing it Reading * Reading simple texts for comprehension * Picking up familiar names, words, and very basic phrases in common everyday situations. * Getting the idea of the content of simple informational material * Following short, simple written directions Writing * Writing simple sentences about their likes and dislikes * Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “or” * Asking for or passing on personal details in written form * Copying out single words and short texts presented in standard printed format. Speaking * Asking and answering questions about likes and dislikes. * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. * Understanding questions and instructions addressed carefully and slowly to him/her * Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</p>	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information about likes and dislikes</p>	<p>Drawing and colouring a dish of their favourite fruits. Writing their names on the picture.</p>

UNIT 8: MY FAVORITE ACTIVITIES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>Part A: Leisure Time Activities</p>	<p>Listening * Listening to a recorded text to tick correct words * Extracting specific information from a listening text * Listening to clear and short texts to assimilate meaning Reading * Reading simple texts for comprehension * Reading simple phrases to fill in the missing information * Scanning a short text for specific information * Interpret tables, charts and graphs in writing Writing * Writing simple sentences about their likes and dislikes * Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “or” * Transforming the written word into another form (chart) * Using the most common punctuation marks appropriately Speaking * Asking and answering questions about likes and dislikes. * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. * Understanding questions and instructions addressed carefully and slowly to him/her * Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</p>	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information about likes and dislikes</p> <p>Asking for and giving information about favourite activities</p>	<p>Decoding the secret message with the clues given in the key word. Then forming their own secret message with the same symbol system.</p>

UNIT 8: MY FAVORITE ACTIVITIES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Sports	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded text to tick correct words * Extracting specific information from a listening text * Listening to clear and short texts to assimilate meaning <p>Reading</p> <ul style="list-style-type: none"> * Reading simple texts for comprehension * Reading simple phrases to fill in the missing information * Scanning a short text for specific information * Interpret tables, charts and graphs in writing <p>Writing</p> <ul style="list-style-type: none"> * Writing simple sentences about their likes and dislikes * Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “or” * Transforming the written word into another form (chart) * Using the most common punctuation marks appropriately <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about likes and dislikes. * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. * Understanding questions and instructions addressed carefully and slowly to him/her * Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information about likes and dislikes</p> <p>Asking for and giving information about favourite activities</p>	<p>Preparing a poster to illustrate their favourite sports.</p>

UNIT 9: FARM LIFE

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: A Farmer and His Family	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded song and singing it. * Listening to a story to understand it. <p>Reading</p> <ul style="list-style-type: none"> * Understanding short simple texts at a time * Recognizing familiar names, and basic phrases * Using clues to make predictions * Categorizing related terms using visual supports <p>Writing</p> <ul style="list-style-type: none"> * Writing simple sentences about animals * Writing simple isolated sentences to fill in a chart <p>Speaking</p> <ul style="list-style-type: none"> * Producing simple sentences to describe animals * Dramatization and repeating short sentences in a story * Asking and answering questions about a familiar topic 	Choose the appropriate ones from the list.	<p>Asking for and giving information about other people's likes and dislikes</p> <p>Asking for and giving information About other people's favourite activities</p> <p>Describing people and animals</p>	Predicting what people on a farm like doing in the given picture.

UNIT 9: FARM LIFE				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Farm Animals	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded song and singing it. * Listening to a story to understand it. <p>Reading</p> <ul style="list-style-type: none"> * Understanding short simple texts at a time * Recognizing familiar names, and basic phrases * Using clues to make predictions * Categorizing related terms using visual supports <p>Writing</p> <ul style="list-style-type: none"> * Writing simple sentences about animals * Writing simple isolated sentences to fill in a chart <p>Speaking</p> <ul style="list-style-type: none"> * Producing simple sentences to describe animals * Dramatization and repeating short sentences in a story * Asking and answering questions about a familiar topic 	Choose the appropriate ones from the list.	<p>Asking for and giving information about likes and dislikes</p> <p>Asking for and giving information about favourite activities</p> <p>Describing animals</p>	Drawing the footprints of the farm animals and writing their names together with what they like.

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
CONSOLIDATION UNIT (Units 7,8,9)	All skills in Units 7,8,9	All used in Units 7,8,9 Any other which is suitable for the level	All functions covered in Units 7,8,9	Revision or checking the previous tasks

UNIT 10: CARTOON CHARACTERS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Cartoon Movies	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a text to match pieces of information with pictures. * Listening to a recorded text to extract specific information <p>Reading</p> <ul style="list-style-type: none"> * Reading a simple text to transfer information to fill in a table * Using clues to make predictions * Recognizing simple phrases for general comprehension with visual support <p>Writing</p> <ul style="list-style-type: none"> * Writing a simple poem <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about familiar topics. * Producing simple sentences about other people 	Choose the appropriate ones from the list.	<p>Asking for and giving information about likes and dislikes of other people</p> <p>Asking for and giving information about favourite activities of other people</p> <p>Describing people</p>	Preparing a poster of your favourite cartoon character to express his/her likes and dislikes.

UNIT 10: CARTOON CHARACTERS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Cartoon Strips	<p>Listening * Listening to a text to match pieces of information with pictures. * Listening to a recorded text to extract specific information</p> <p>Reading * Reading a simple text to transfer information to fill in a table * Using clues to make predictions * Recognizing simple phrases for general comprehension with visual support</p> <p>Writing * Writing a simple poem</p> <p>Speaking * Asking and answering questions about familiar topics. * Producing simple sentences about other people</p>	Choose the appropriate ones from the list.	<p>Asking for and giving information about likes and dislikes of other people</p> <p>Asking for and giving information about favourite activities of other people</p> <p>Describing people</p>	Creating and drawing a new cartoon character. Writing what s/he likes in a speech bubble.

UNIT 11: PERSONAL POSSESSIONS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Professionals and Their Tools	<p>Listening</p> <ul style="list-style-type: none"> * Listening to short recorded texts to spot incorrect information * Listening to sentences to match with pictures <p>Reading</p> <ul style="list-style-type: none"> * Reading short and simple texts to pick up familiar names and basic phrases * Reading and understanding the relation between subject pronouns and possessive pronouns * Recognizing simple phrases for general comprehension with visual support <p>Writing</p> <ul style="list-style-type: none"> * Spotting incorrect information and writing the correct forms <p>Speaking</p> <ul style="list-style-type: none"> * Understanding and answering questions addressed slowly and carefully to them * Asking and answering questions about possessions 	Choose the appropriate ones from the list.	<p>Asking for and giving information about possessions</p> <p>Describing people and objects</p>	<p>Drawing pictures of five tools used by different professionals. Writing whose they are.</p>

UNIT 11: PERSONAL POSSESSIONS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Professionals and Their Clothes	<p>Listening</p> <ul style="list-style-type: none"> * Listening to short recorded texts to spot incorrect information * Listening to sentences to match with pictures <p>Reading</p> <ul style="list-style-type: none"> * Reading short and simple texts to pick up familiar names and basic phrases * Reading and understanding the relation between subject pronouns and possessive pronouns * Recognizing simple phrases for general comprehension with visual support <p>Writing</p> <ul style="list-style-type: none"> * Spotting incorrect information and writing the correct forms <p>Speaking</p> <ul style="list-style-type: none"> * Understanding and answering questions addressed slowly and carefully to them * Asking and answering questions about possessions 	Choose the appropriate ones from the list.	<p>Asking for and giving information about possessions</p> <p>Describing people and objects</p>	Designing and drawing a school uniform for themselves.

UNIT 12: HEALTH PROBLEMS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Aches and Pains	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a text to match pieces of information with pictures. * Listening to a recorded text to extract specific information <p>Reading</p> <ul style="list-style-type: none"> * Reading simple phrases to fill in the missing information * Recognizing simple phrases * Reading for getting information about a specific situation <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences * Writing words and phrases for correct spelling (dictation) <p>Speaking</p> <ul style="list-style-type: none"> * Understanding and answering questions addressed slowly and carefully to them * Asking and answering questions about familiar topics. * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. 	Choose the appropriate ones from the list.	<p>Asking and giving information about health</p> <p>Identifying illnesses</p> <p>Giving advice (about what one should and shouldn't do to stay healthy)</p>	Finding out a home remedy for the given illness and writing it down.

UNIT 12: HEALTH PROBLEMS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Dental and Oral Health	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a text to match pieces of information with pictures. * Listening to a recorded text to extract specific information <p>Reading</p> <ul style="list-style-type: none"> * Reading simple phrases to fill in the missing information * Recognizing simple phrases * Reading for getting information about a specific situation <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences * Writing words and phrases for correct spelling (dictation) <p>Speaking</p> <ul style="list-style-type: none"> * Understanding and answering questions addressed slowly and carefully to them * Asking and answering questions about familiar topics. * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. 	Choose the appropriate ones from the list.	<p>Asking and giving information about health</p> <p>Identifying illnesses</p> <p>Giving advice (about what one should and shouldn't do to stay healthy)</p>	Preparing a poster for a campaign to promote dental health.

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
CONSOLIDATION UNIT (Units 10,11,12)	All skills in Units 10,11,12	All used in Units 10,11,12 Any other which is suitable for the level	All functions covered in Units 10,11,12	Revision or checking the previous tasks

UNIT 13: FUN AT THE PARK

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Having Fun	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a recorded text to tick the correct actions and names. * Listening to a recorded text to extract specific information <p>Reading</p> <ul style="list-style-type: none"> * Reading simple phrases to match visuals. * Using clues to make predictions * Reading short and simple texts <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences to fill in blanks * Rewriting the sentences to correct the word order <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions to complete a picture (information gap activity) * Reading a loud a very short rehearsed text (poem) * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. 	Choose the appropriate ones from the list.	Asking and giving information about what people are doing at the moment	Finding the differences between the given pictures.

UNIT 13: FUN AT THE PARK

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Observing Others	<p>Listening * Listening to a recorded text to tick the correct actions and names. * Listening to a recorded text to extract specific information</p> <p>Reading * Reading simple phrases to match visuals. * Using clues to make predictions * Reading short and simple texts</p> <p>Writing * Writing simple isolated phrases and sentences to fill in blanks * Rewriting the sentences to correct the word order</p> <p>Speaking * Asking and answering questions to complete a picture (information gap activity) * Reading a loud a very short rehearsed text (poem) * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics.</p>	Choose the appropriate ones from the list.	Asking and giving information about what people are doing at the moment	Watching their friends and filling in the chart about what they are doing at a certain time as a detective.

UNIT 14: HELP

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Helping the Family	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a text to match pieces of information with pictures. * Listening to a recorded text to extract specific information <p>Reading</p> <ul style="list-style-type: none"> * Reading short and clear texts at a time, picking up familiar words and basic phrases * Recognizing familiar names, words and basic simple sentences in the most common everyday situations <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about a familiar topic * Understanding and answering questions addressed slowly and carefully to them * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. 	Choose the appropriate ones from the list.	<ul style="list-style-type: none"> * Asking for help * Accepting * Refusing * Expressing an excuse 	Filling in the speech bubbles using the clues in the picture.

UNIT 14: HELP				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Helping Others	<p>Listening</p> <ul style="list-style-type: none"> * Listening to a text to match pieces of information with pictures. * Listening to a recorded text to extract specific information <p>Reading</p> <ul style="list-style-type: none"> * Reading short and clear texts at a time, picking up familiar words and basic phrases * Recognizing familiar names, words and basic simple sentences in the most common everyday situations <p>Writing</p> <ul style="list-style-type: none"> * Writing simple isolated phrases and sentences <p>Speaking</p> <ul style="list-style-type: none"> * Asking and answering questions about a familiar topic * Understanding and answering questions addressed slowly and carefully to them * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. 	Choose the appropriate ones from the list.	<ul style="list-style-type: none"> * Asking for help * Accepting * Refusing * Expressing an excuse 	

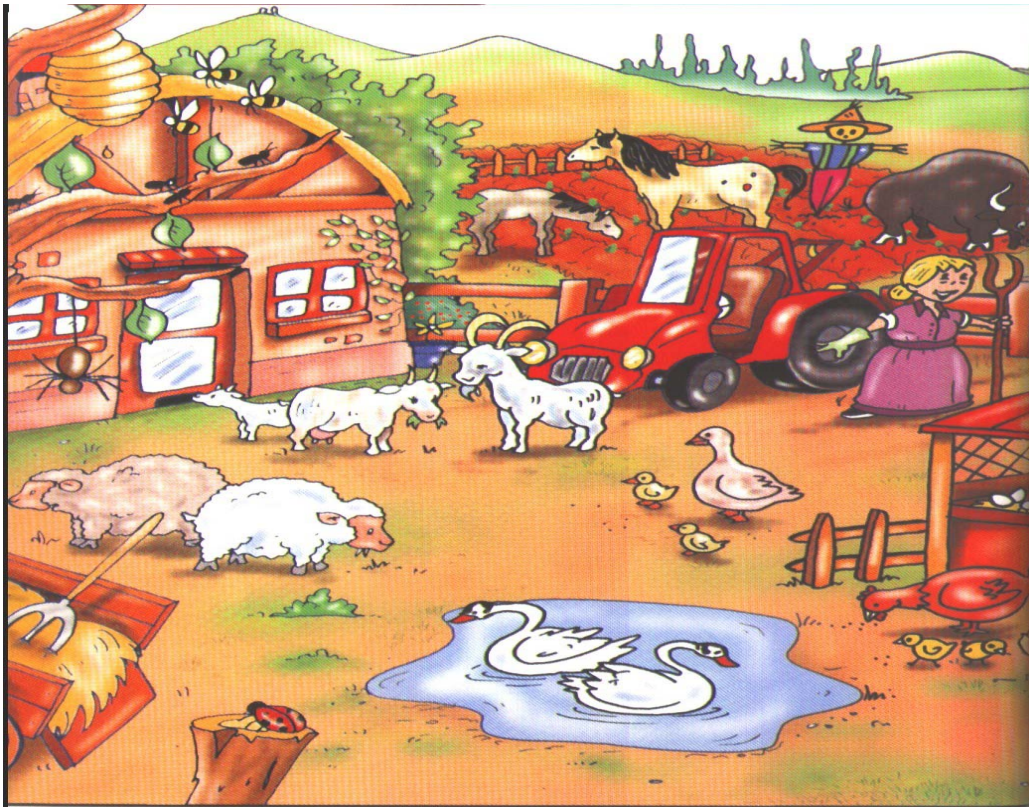
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
CONSOLIDATION UNIT (Units 13 and 14)	All skills in Units 13 and 14	All used in Units 13 and 14 Any other which is suitable for the level	All functions covered in Units 13 and 14	Revision or checking the previous tasks

UNIT 9: FARM LIFE

Part B- Farm Animals

Part A: Listen to the story.

[Teacher tells the story once using stick puppets of the animals on the OHP to form shadow theatre.]










Part B: Dramatize the story with the help of your teacher.

[Teacher chooses some students as the characters of the story, gives them the masks of the characters, re-tells the story with the help of the students. Students are not expected to say anything but just do the actions.]

[Teacher chooses more students as the characters of the story, gives them the masks of the characters, tells the story for the third time with the help of the students. Students are expected to say some of the phrases while doing the actions.]

Part C: Match the animals, their sounds and pictures



	Neigh! Neigh!	HEN	
	Moo! Moo!	CAT	
	Baa! Baa!	DUCK	
	Bow! Wow!	HORSE	
	Meow! Meow!	COW	
	Quack! Quack!	DOG	
	Cluck! Cluck!	SHEEP	
			
			



Part D: Find the names of the animals hidden. Cross them out. Put the letters together to form a sentence.


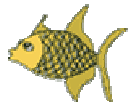
ANSHEEPIMCATALCOWSLHENIVEHORSEGOOSEONADUCKFADOGRM


Part E:

1) Read and complete the paragraph.

s are lovely animals. They have got a long 

They have got sharp  They have got four 

..... They like  and they eat 

They like  very much.

2) Listen to the tape. Check your answers.

Part F: Put the animals in their correct places. Write the names of the animals by the correct number.

HORSE, CAT, SHEEP, DOG, COW, HEN, DUCK, GOOSE, BIRD



1.	2.
3.	4.
5.	6.
7.	8.
9.	

Part G: Fill in the following chart. Put a plus (+).



ANIMALS	I'VE GOT FOUR LEGS.	I LIKE SWIMMING.	I CAN FLY.	I CAN GIVE MILK.
HORSE				
DUCK				
SHEEP				
GOOSE				
COW				
DOG				

Part H:

1) Write TRUE (T) or FALSE (F) for the following statements.

..... 1) Cows are very small.

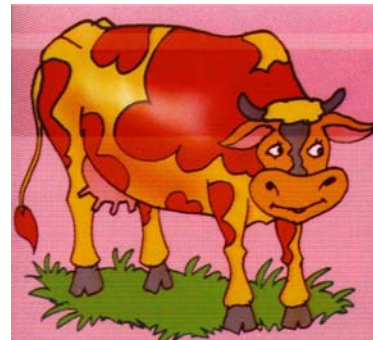
..... 2) They have got four legs.

..... 3) They eat grass.

..... 4) They give milk.

..... 5) They can swim.

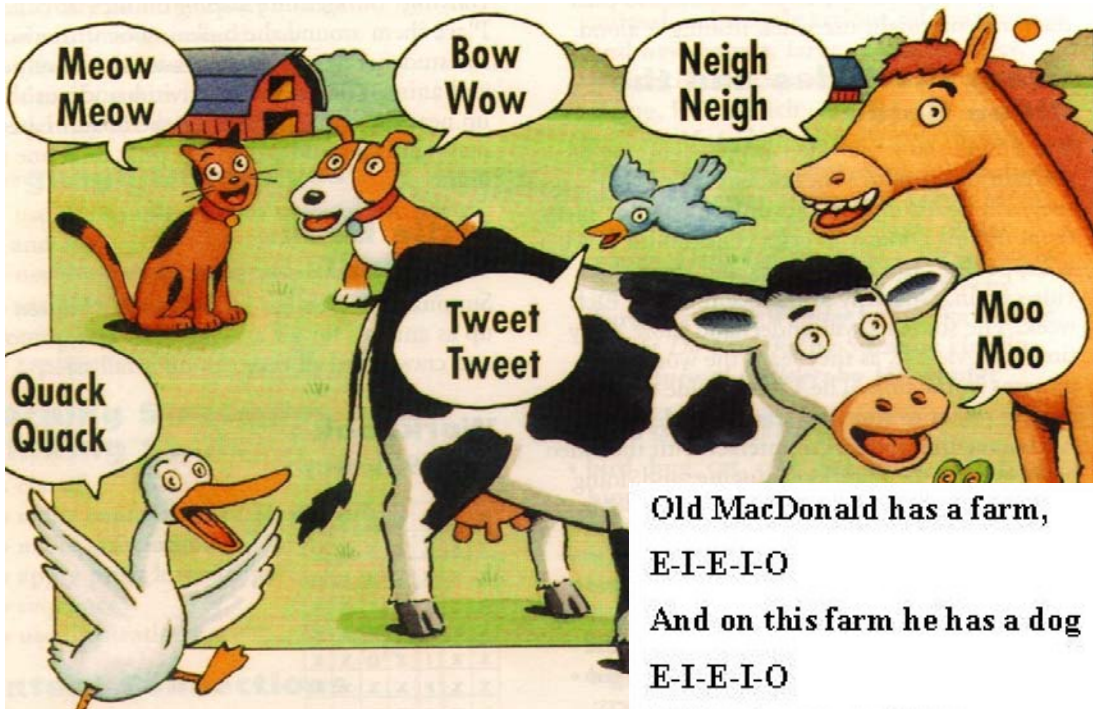
..... 6) They can fly.



2) Write about cows. Use the information above.

Cows are big.

Part H: Listen and sing.



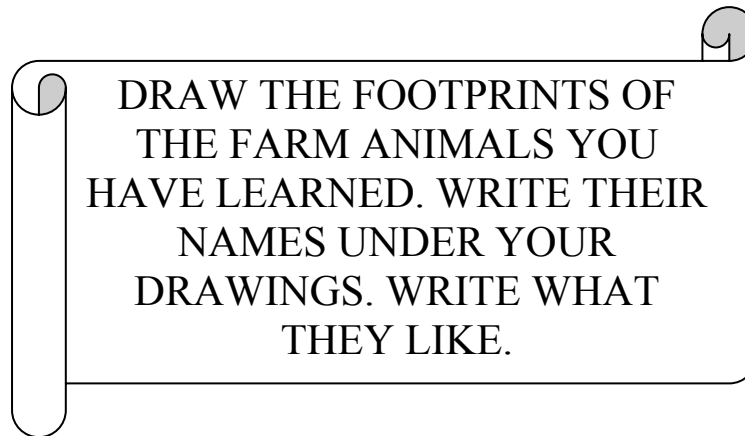
Old MacDonald has a farm,
E-I-E-I-O
And on this farm he has a
E-I-E-I-O
With a here,
And a there,
Here, there a
Everywhere a
Old MacDonald has a farm,
E-I-E-I-O

Old MacDonald has a farm,
E-I-E-I-O
And on this farm he has a dog
E-I-E-I-O
With a bow wow here
And a bow wow there,
Here a bow, there a wow
Everywhere a bow wow
Old MacDonald has a farm,
E -I- E -I-O.

Part I: Color the picture.



TASK:



YOUR PICTURE:

Story – Jimmy’s Day on the Farm

(Adopted from Campbell, R. (1994). *Oh dear!* McMillan Children’s Books.

Jimmy is on grandma’s farm. One morning, Grandma says: “Jimmy, go and find some eggs for breakfast”. So Jimmy goes outside.

He goes to the horse and asks: “Can I have some eggs, please?”

“No, sorry. I haven’t got any eggs. I am a horse. (Neigh, neigh) No eggs here!”

“No eggs here! Oh, dear!” says Jimmy.

Then he runs to the cow and asks “Can I have some eggs, please?”

“No, sorry. I haven’t got any eggs. I am a cow. (Moo, moo) No eggs here!”

“No eggs here! Oh, dear!” says Jimmy.

Then he runs to the sheep and asks “Can I have some eggs, please?”

“No, sorry. I haven’t got any eggs. I am a sheep. (Baa, baa) No eggs here!”

“No eggs here! Oh, dear!” says Jimmy.

Then he runs to the dog and asks “Can I have some eggs, please?”

“No, sorry. I haven’t got any eggs. I am a dog. (Bow, wow) No eggs here!”

“No eggs here! Oh, dear!” says Jimmy.

Then he runs to the cat and asks “Can I have some eggs, please?”

“No, sorry. I haven’t got any eggs. I am a cat. (Meow, meow) No eggs here!”

“No eggs here! Oh, dear!” says Jimmy.

Then he runs to the duck and asks “Can I have some eggs, please?”

“No, sorry. I haven’t got any eggs. I am a duck. (Quack, quack) No eggs here!”

“No eggs here! Oh, dear!” says Jimmy.

Then he runs to the hen and asks “Can I have some eggs, please?”

“Yes. I have got some eggs. I am a hen. (Cluck, cluck) Here are two eggs for breakfast!”

“Yippiee! Two eggs. Thank you very much, hen” says Jimmy and runs to grandma.

**ENGLISH LANGUAGE CURRICULUM
FOR 6TH, 7TH AND 8TH GRADES**

WHY SHOULD ADOLESCENTS LEARN A FOREIGN LANGUAGE?

As in childhood, the benefits of learning a foreign language at adolescence are both **personal** and **social**. **Personally**, adolescents will develop a lifelong ability to communicate with more people and a deeper understanding of their own and other cultures. A number of studies in linguistics and education have suggested that foreign languages should be taught to children as early as possible. Furthermore, knowing a foreign language ultimately provides a competitive advantage in the workforce by opening up additional job opportunities in adolescents' future. They will have access to a greater number of career possibilities. **Socially**, the benefits are many. Our citizens fluent in other languages can enhance our economic competitiveness abroad, improve global communication, and maintain our political and security interests.

WHO ARE ADOLESCENTS?

Adolescence is a time when an eleven or twelve-year-old embarks upon a complete transformation of mind and body that spans the next 5 or 6 years. In other words, adolescence is a time of change, exploration, and discovery. For most theorists, adolescence is the stage during which a growing individual experiments with and examines personal identity, moral upbringing, social conventions, and cognitive skills.

Adolescence is a period of transitions. All children normally pass through pre-programmed genetic sequences that produce certain physiological, intellectual, and attitudinal changes at specific stages. During the course of these changes, adolescents worry about their appearances, whether or not they fit in social situations, and try to be different enough to have a sense of identity.

During adolescence, cognitive and physical changes enable most students who are in secondary schools to think outside of themselves. The adolescent's greater facility with abstract thinking permits the application of advanced reasoning and logical processes to social and ideological matters. In other words, young people are quite ready to engage in the kind of thinking that is crucial for developing the social and the moral consciousness.

HOW DO ADOLESCENTS LEARN?

Teaching adolescents / teenagers is not easy because being a teenager is not easy. Just think back to your adolescence when you were going through all those changes, changes in your body and in your mind: habits and opinions, tastes in clothes and music, relationships with parents and teachers. A well-known author writes about growing up as "a new universe where notions such as success and failure, appearance and reality, freedom and responsibility, the public and the private, the moral and the immoral, the mental and the physical, replace the simpler guiding notion of fun."

Naturally, it is dangerous and difficult to generalize about adolescence from individual to individual, and from culture to culture; levels of maturity can differ significantly from culture to culture and in individuals within the same culture. However, if you have accepted the challenge of teaching teenagers, then you are the teacher of a group of young, impressionable people and will need to try to be flexible and patient with each individual. Moreover, you will need to remember that in the classroom, the group dynamic is often as important

as pedagogical content and activities will carry benefits other than linguistic content. Effective foreign language learning can always foster language ability and social skills simultaneously.

Below are some suggestions to keep in mind to help you answer the challenge of teaching adolescents / teenagers in English classrooms.

- It seems that all adolescents / teenagers are interested in pop songs, so exploit that interest by bringing music – and the feelings that can be expressed through songs – into the classroom.
- Adolescents / teenagers like to be seen as cool and up-to-date, so bring in topics of current interest from sports, entertainment and media, and English-speaking cultures that is personally relevant to your learners.
- Adolescents / teenagers are discovering (often with difficulty) a different relationship with others and group work allows individuals to interact with different classmates in a less stressful, collaborative atmosphere.
- Adolescents / teenagers are starting to define their proper personalities (sometimes it seems they have multiple personalities) and role-play activities can allow them to try to express different feelings behind non-threatening, face-saving masks.
- Part of growing up is taking responsibility for one's acts and, in school, for one's learning, so a measure of learner autonomy and individual choice can be helpful for adolescents / teenagers.
- It is amazing how some adolescents / teenagers will have an almost encyclopaedic knowledge of a particular field, so let individual students bring their outside interests and knowledge into the classroom through cross-curricular work.
- Variety – including surprise and humour – is the spice of classroom life, so try out different warmers, starters and fillers to change the pace and enliven the organization of your lessons.
- Adolescents / teenagers are discovering their (often awkward) bodies so use movement by giving students an opportunity to move around during class.
- Teaching in secondary school often means teaching multi-level classes, but effective classroom management can help even with very large classes.
- Use of the mother tongue should be avoided until when the teacher feels that s/he cannot deal with a particular confrontation and potential discipline problems (always a risk with adolescents / teenagers).
- Games can provide not only purposeful contexts in which to use language but also stimulate interaction, provide competition and are fun – as long as rules are clear and clearly followed by all participants. The teacher should make use of cognitively challenging games for this age group.
- Project work offers each individual a chance to use their individual talent to do something personally meaningful and motivating with the language they are learning – and the resulting posters and other visuals can be displayed around the classroom (just as adolescents / teenagers decorate their rooms at home).

WHAT ARE THE ACTIVITY TYPES SUITABLE FOR ADOLESCENTS?

It is clear that adolescents / teenagers are often less motivated than younger learners. In addition, they frequently present discipline problems. This is partly because of teachers having missed opportunities to build bridges between what they want to teach and their students' world of thought and experience. It is not hard for

teachers to construct these bridges. If teachers achieve this, they can bring students into full and willing participation in classroom learning.

Activities that are designed to improve language skills can be used for this age group. However, teachers should be careful to:

- Use prediction and participation;
- Employ simulations and dramatization;
- Use challenging games, popular songs, riddles, puzzles, jokes, etc.;
- Employ pair work and group work;
- Use well-defined, well-experienced activities;
- Employ activities to increase learner autonomy (skill training and critical thinking);
- Do everything to maximize STT and minimize TTT.

ENCOURAGING LEARNER AUTONOMY AND STRATEGY TRAINING

It is important to recognize and even encourage learner autonomy in ESL classrooms. Learners should have opportunities to learn according to their own individual styles and preferences. When trying to develop learner autonomy in the classroom, teachers can follow the steps given below:

1. ***Encourage students to be interdependent and to work collectively.*** The less students depend on their teacher the more autonomy can be developed. Most students like working in small groups and usually can be placed in pairs or small groups for various exercises quite easily, that is, not against their wills. Pairs and groups can read dialogues together, do information-gap activities and consult each other on the meaning and clarification of the task at hand.
2. ***Ask students to keep a diary of their learning experiences.*** Through practice, students may become more aware of their learning preferences and start to think of new ways of becoming more independent learners. Diary entries could be written after every lesson so that students can record their sentiments about it. Students could also record whether or not they thought they benefited from what they did and give reasons why or why not. After they record their experiences for a month or two, teachers could help their students interpret their experiences and give them additional techniques to suit their learning styles.
3. ***Explain teacher/student roles from the outset.*** Asking students to give their opinions on the issue of roles could be beneficial. However, their prior experiences may not match the type of environment you wish to foster. Thus, while the eventual goal is independence/interdependence, the initial outcome of discussion on roles may not result in a fully-developed notion of an independent learner. Learning about autonomy may be something the students are hearing for the first time and some might react negatively to it. Therefore, learning about learner autonomy should be introduced gradually over time as the students experience its benefits.
4. ***Progress gradually from interdependence to independence.*** Give the students time to adjust to new learning strategies and do not expect too much too soon. Start the development of learner autonomy from larger groups, then work towards smaller groups, pairs, and finally individuals.
5. ***Give the students projects to do outside the classroom.*** Such projects may increase motivation. Outside projects are important for most students learning English because most students in our country spend so

little time in class or find opportunities to practice English outside. For those serious about learning English, out-of-class time is the only way they are going to study enough to make much of a difference.

6. ***Have the students design lessons or materials to be used in class.*** You should spare time for practical criticism of study tasks and textbooks used in the course with your students. You can also encourage more student control over the management of learning resources.
7. ***Instruct students on how to use the available resource centres.*** Encourage them to use reference books, dictionaries, story books, etc. Talk about the importance of the amount of exposure to a language when learning it. Much of the learning takes place outside the class. They can watch movies, listen to songs, etc. to continue learning.
8. ***Encourage the students to use only English in class.*** Tell the students that this is a great chance for them to use only English, and that few opportunities like this exist for them. Part of the role of the language teacher is to create an environment where students feel they should communicate in the target language and feel comfortable doing so. Heavy reliance on the students' native language may side-track efforts to reach optimal levels of the target language in the classroom. Students could be introduced to ways of greeting each other and starting and maintaining conversations.
9. ***Stress fluency rather than accuracy.*** Emphasize communication and the negotiable and interpretive aspects of English conversation. Students need not constantly over-concern themselves with correct grammar and vocabulary usage and accuracy. Much more information could be conveyed and absorbed if students spent less time worrying about their language accuracy.
10. ***Conduct sessions to help learners gain insights into their learning styles and strategies.*** Learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. If they become more aware of their own preferences, they can continue learning by themselves; hence, their autonomy will increase.

CLASS HOURS

At this stage, students will have 2 hours of compulsory and 2 hours of elective English course. The curriculum is designed accordingly. Each **Unit** has two parts: **Part A** and **Part B**. Part A is designed for the compulsory hours and Part B is designed for the elective hours. The activities in Part B are to enrich the learners' language experience. Teachers who cannot cover Part A in the allocated time can skip Part B for the students who take four hours of English a week. You should always keep in mind that covering a unit does not mean anything if learners do not learn.

SAMPLE ACTIVITIES

A) READING

Activity 1:

Skills involved: reading

Specific aim: to train students to consider coherence in a text; to train students to consider the relationship between sentences.

THE SENTENCES ARE IN JUMBLED ORDER IN THE FOLLOWING JOKE. PUT THE SENTENCES INTO THE CORRECT ORDER.

- A. The mother got shocked and immediately called Benny's teacher.
-B. "No, of course not" said the mother.
- C. Eight-year-old Benny came home from school, and she said "Mom, today in class we learned how to make babies".
- D. "Then ask her and call me back," replied the teacher.
- E. "It's really easy, mom," Benny responded. "You drop the 'y' and add 'ies.' "
- F. She complained to the teacher on the phone, and the teacher responded, "Did you ask her to explain how it is done?"
- G. "So how do you make babies?" the mother asked her daughter.
- H. So she OK and hang up the phone.

Activity 2:

Skills involved: reading; writing

Specific aim: to train students to consider coherence in a text; to train students to consider the relationship between sentences (reading) + to train students to consider mechanical devices in writing such as spelling and punctuation (writing)

BELOW ARE TWO JOKES THAT ARE MIXED UP. DECIDE WHICH SENTENCE BELONGS TO WHICH JOKE. WRITE THE JOKES SEPARATELY.

Early one morning, a mother went in to wake up her son. Cindy's 5-year-old and she developed a strong interest in spelling. "Wake up, son. It's time to go to school!" "But why, mom? I don't want to go." She started asking her mom questions like "Mom, what does XOIPL spell?" "Give me two reasons why you don't want to go." "Nothing," her mother said. "Mom, what does 'DORP' spell?" "Nothing," her mother said. "Well, the kids hate me for one, and the teachers hate me also!" This went on for several weeks. Then one afternoon as they sat colouring in her room she asked, "Mom, what does 'GDOLFG' spell?" "Oh, that's no reason not to go to school. Come on now and get ready." "Nothing," her mother said. "Give me two reasons why I should go to school." Cindy carefully set down her crayon, sighed and said, "Boy, there sure are a lot of ways to spell 'Nothing!'" "Well, for one, you're 52 years old. And for another, you're the PRINCIPAL!"



Activity 3:

Skills involved: reading; writing

Specific aim: to help students see the words as meaningful chunks rather than seeing letters as separate units; to train students to make intellectual guesses (reading); to train students to consider mechanical devices in writing such as spelling and punctuation (writing)

THE LETTERS IN WORDS ARE ALL MIXED UP IN THE FOLLOWING TEXT. READ AND RE-WRITE THE PARAGRAPH CORRECTLY

Aoccdmrig to a rscheearch at an Elingsh uinervtisy, it deosn't mttar in waht oredr the ltteers in a wrod are, the olny iprmoentn tihng is taht frist and lsat ltteer is at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae we do not raed ervey lteter by it slef but the wrod as a wlohe.

ceehiro

Activity 4:

Skills involved: reading; guessing vocabulary from context

Specific aim: to train students to consider the relationship between sentences and within a sentence; to train students to make intellectual guesses

CHOOSE THE CORRECT WORD IN THE JOKE GIVEN BELOW

An English/England teacher is teaching new words/worlds. He explains/examines the word *COINCIDENCE*. Then/Than he asks, "Can anybody give an example of COINCIDENCE/CORRESPONDANCE?" One of his students, Mike answers/allows, "Sir, my mother/matter and father/feather got married on the same/some day, same/some time."

Activity 5:

Skills involved: listening; reading

Specific aim: to train students to recognize the spelling and pronunciation of words; to train students to listen for specific information

LISTEN TO THE SONG BY THE BEATLES AND PUT THE STANZAS INTO THE CORRECT ORDER.

Song: And I Love Her (Lennon/McCartney) / Lead vocal: Paul McCartney



Correct Order is:

A) She gives me everything
And tenderly
The kiss my lover brings
She brings to me
And I love her

B) Bright are the stars that shine
Dark is the sky
I know this love of mine
Will never die
And I love her

C) I give her all my love
That's all I do
And if you saw my love
You'd love her too
I love her

D) A love like ours
Could never die
As long as I
Have you near me

Activity 6:

Skills involved: listening; reading

Specific aim: to train students to find the correct spelling of the words; to train students to listen for specific information

LISTEN TO THE SONG AND FILL IN THE BLANKS WITH THE CORRECT FORM OF THE VERB

Song: **Those Were The Days** by Engelbert Humperdinck

Once upon a time there a tavern
Where we raise a glass or two
Remember how we away the hours
And of all the great things we would do

Those the days, my friend
We they'd never end
We'd sing and dance forever and a day
We'd live the life we choose, we'd fight and never lose
For we young and sure to have our way
La la la la la, La la la la la
Those the days
Oh yes, those the days

Then the busy years rushing by us

We our starry notions on the way
If by chance, I'd see you in the tavern
We'd smile at one another, and we'd say

Those the days, my friend
We they'd never end
We'd sing and dance forever and a day
We'd live the life we choose, we'd fight and never lose
For we young and sure to have our way
La la la la la, La la la la la
Those the days
Oh yes, those the days

Just tonight I before the tavern
Nothing the way it used to be
In the glass I a strange reflection
..... that lonely man really me

Those the days, my friend
We they'd never end
We'd sing and dance forever and a day
We'd live the life we choose, we'd fight and never lose
For we young and sure to have our way
La la la la la, La la la la la
La la la la....
La la la la la, La la la la la
La la la la....

Through the door there familiar laughter
I your face and you call my name
Oh, my friend, we're older but no wiser
For in our hearts the dreams are still the same

Those the days, my friend
We they'd never end
We'd sing and dance forever and a day
We'd live the life we choose, we'd fight and never lose
For we young and sure to have our way
La la la la la, La la la la la
La la la la....

La la la la la, La la la la la

La la la la....

NOW FILL IN THE FOLLOWING CHART

Present	Past
	Was
	Were
Use to	
laugh	
dream	
	Thought
	Went

Present	Past
	Lost
	stood
seem	
	saw
	came
	heard

Activity 7:

Skills involved: speaking

Specific aim: to train students to ask questions orally; to train students to listen to the answers to come to a conclusion

Game - Famous people on my back

Teacher's Preparation: Cut famous people's names or pictures from magazines and get some scotch tape for the lesson. Stick those on each student's back. Tell them that they must find out who they are by asking other students questions. They should try to find out who they are as quickly as possible by asking the other students questions.

YOU HAVE NAMES (OR PICTURES) ON YOUR BACK. ASK YOUR FRIENDS QUESTIONS TO FIND OUT WHO YOU ARE.

Example questions:

- Am I alive?
- Where do/ did I live?
- Did I invent something?
- Did I make something?
- Do/ Did I sing?
- Do/ Did I act etc.

Activity 8:

Skills involved: speaking

Specific aim: to train students to understand the importance of the means of nonverbal communication (facial expressions, hand movements, body movements, etc.)

Mime game

Teacher's Preparation: Write down some problems that may occur in a hotel or a restaurant on slips of paper. Tell them that they are in a hotel but the receptionist doesn't speak their language and so they have to mime to communicate.

ONE OF YOU WILL BE THE GUEST AT A HOTEL; THE REST OF THE CLASS WILL BE THE RECEPTIONIST. GUESTS WILL COME HERE; PICK UP A SLIP OF PAPER. READ THE PROBLEM WITHOUT SHOWING IT TO ANYONE. THE RECEPTIONIST DOES NOT SPEAK YOUR LANGUAGE. MIME TO EXPLAIN YOUR PROBLEM. THE REST OF THE CLASS WILL TRY TO UNDERSTAND WHAT THE PROBLEM IS.

Example problems:

Your shower doesn't work- no water and the toilet is broken.

Your telephone keeps buzzing but when you pick up the receiver no one is there.

You would like your wake up call at 5.30am.

You think you saw a mouse in your room.

Your room is cold and the radiators do not work.

SYLLABUS FOR THE 6TH GRADE: General Introduction

For the 6th grade, students have 4 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections: **Part A** and **Part B**. Part A is designed for those who take 4 hours of compulsory English. Part B is designed for those who take 4 hours of English (4 + 2). Part B does not present any new information but aims to reinforce and enrich the things that have been studied in Part A. Each part is to be covered in approximately two weeks. Teachers who have not finished Part A in the allocated time can skip Part B with the students who study English for 6 hours per week. The aim is not to finish units but to teach English.

Tasks (projects) that are assigned for each unit can be kept in a dossier by the students and teachers can give feedback to those in the elective course hours. Students can also share their projects with their peers in the class.

Students who complete the 6th grade are expected to show the following linguistic and sociolinguistic competence levels:

Students will

- i. Have a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
- j. Have a sufficient vocabulary for the expression of basic communicative needs.
- k. Have a sufficient vocabulary for coping with simple survival needs.
- l. Control a narrow repertoire dealing with concrete everyday needs.
- m. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- n. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- o. Spell his/her address, nationality and other personal details.
- p. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- q. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
- r. Pronounce a very limited repertoire of learnt words and phrases where pronunciation can be understood with some effort by native speakers used to dealing with speakers of their language group.
- s. Expand learned phrases through simple recombination of their elements.
- t. Tell a story or describe something in a simple list of points.
- u. Link words or groups of words with very basic linear connectors like 'and', 'then', 'but'.
- v. Communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.

In order to achieve the above mentioned levels, the following structures are suggested:

BASIC SENTENCE PATTERNS, PHRASES

Simple present tense to be: affirmative, negative, interrogative

Wh- questions: What?, How? How many?, What color?, Where?, When?, How old?, How much?, Who?, Whose?

Prepositions of place (in, on, under, next to, behind, in front of, etc.)

Have got/ has got: affirmative, negative, interrogative

Adjectives of state (hungry, thirsty, etc.)

Can for ability: affirmative, negative, yes/no questions

Simple Present Tense affirmative, negative, interrogative

Like + N; Like + Gerund

I want/he wants

I + V + everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc., every summer, every Sunday, etc.

action verbs

He + Vs everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc.,

frequency adverbs (always, usually, sometimes, seldom, never, once, twice, etc.)

How often ...?

present tense for factual info

present tense + What is the weather like in?

To be + adj.

present tense for rules and general information

Imperatives

Modals:

Can for requesting: affirmative, negative, interrogative

Should for advice: affirmative, negative, interrogative

can, could, would (for requests and possibility)

can/can't, must/mustn't

it opens/ closes

Common connectors: And, but, then

Possessive pronouns and adjectives

Possessive 's

Present Progressive Tense: affirmative, negative, interrogative

present progressive for future

Future: will, going to - affirmative, negative, interrogative

Countable and uncountable nouns

Measurements: kilometer, meter, kilograms, grams, liters, etc. How much does it weigh? How far ...?

Plural nouns

Predicate adjectives

Prepositions of time on/at/ in

adj. + noun combinations

There is/ are

Quantifiers: some, any, a lot of, a little, a few

Numbers

any + sisters/brothers

nouns (occupations)

adjectives (physical description)

adjectives such as windy, foggy, snowy, sunny, etc.

adverbs

Conditionals (Zero and First types): If / when

As for contexts (situations and texts), the following can be used:

* informal inter-personal dialogues and conversations between people

* short recorded dialogs and passages

* short, simple reading texts

* visuals (pictures, drawings, plans, maps, flags, cartoons, caricatures, photos, shadows, models, Charts, puppets, etc.)

* OHP and transparencies

* phrases and sentences

* student conversations

* teacher-talk

* common everyday classroom language

* Short descriptive paragraphs

* games (TPR games, Spelling games, Categorization games, ball games, Miming games, board games, group games, dicto-games, etc.)

* stories (story telling / story reading)

* drama and dramatization

* songs, chants and rhymes

* poems, riddles, jokes, tongue twisters

* handcraft and art activities

* Word puzzles, word hunts, jumbled words, word bingo

* Recorded sounds (animals, nature, etc.)

* Drawing and colouring activities

* Connect the dots and maze activities

- * Various reading texts (ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists, Timetables, Weather reports, TV Guides, Classroom rules, Menus, Food price lists, Personal letters, postcards, e-mails, SMS, chat messages, Speech bubbles, brochures and leaflets, road signs and traffic signs, newspaper headlines, extracts from magazines, etc)
- * Information gap activities
- * videotapes, -cassettes, -discs;
- * audiotapes, -cassettes, -discs;
- * registration forms (hotel/ immigration office/ custom's office, etc)
- * diaries, memos, labels, signs and notices, Questionnaires, etc.
- * scales, shapes, measurement units, containers, etc.
- * Birth certificates
- * Interviews
- * photo albums
- * short TV programs, video extracts

SYLLABUS FOR THE 6TH GRADE

UNIT 1 FAMILY				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Family Tree</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding phrases and expressions related to personal and family information in clear and slow speech. * understanding and extracting the essential information from short recorded passages about family. <p>Reading</p> <ul style="list-style-type: none"> * understanding very short, simple texts about family picking up familiar names, words and basic phrases and rereading as required. * getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support. <p>Writing</p> <ul style="list-style-type: none"> * writing simple isolated phrases and sentences. * writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” * writing a series of simple phrases and sentences about their family * asking for or passing on personal details in written form * copy out single words and short texts presented in standard printed format. <p>Speaking</p> <ul style="list-style-type: none"> * producing simple mainly isolated phrases about people. * asking and answering simple questions, initiating and responding to simple statements related to family * answering simple questions and responding to simple statements in an interview. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Identifying people</p>	Creating a family tree of imaginary characters.

UNIT 1 FAMILY				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Family Members</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding phrases and expressions related to personal and family information in clear and slow speech. * understanding and extracting the essential information from short recorded passages about family. <p>Reading</p> <ul style="list-style-type: none"> * understanding very short, simple texts about family, picking up familiar names, words and basic phrases and rereading as required. * getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support. <p>Writing</p> <ul style="list-style-type: none"> * writing simple isolated phrases and sentences. * writing a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “then”. * writing a series of simple phrases and sentences about their family * asking for or passing on personal details in written form * copying out single words and short texts presented in standard printed format. * writing a simple description of people <p>Speaking</p> <ul style="list-style-type: none"> * producing simple mainly isolated phrases about people. * asking and answering simple questions, initiating and responding to simple statements related to family * giving a simple description of people 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Identifying people</p> <p>Describing people</p>	Making a family album.

UNIT 2 HOBBIES AND INTERESTS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A Hobbies	<p>Listening</p> <ul style="list-style-type: none"> * understanding phrases and expressions related to leisure activities in clear and slow speech. * understanding and extracting the essential information from short recorded passages about hobbies. <p>Reading</p> <ul style="list-style-type: none"> * understanding very short, simple texts about hobbies, picking up familiar names, words and basic phrases and rereading as required. * getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support. <p>Writing</p> <ul style="list-style-type: none"> * writing simple isolated phrases and sentences about hobbies. * writing a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “then” * writing a series of simple phrases and sentences about their hobbies * asking for or passing on personal details in written form * copying out single words and short texts presented in standard printed format. <p>Speaking</p> <ul style="list-style-type: none"> * saying what he/she likes and dislikes. * asking and answering questions about what he/she likes and dislikes. * asking for and providing personal information * replying in an interview to simple direct questions about hobbies 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Identifying people</p> <p>Asking for and expressing likes and dislikes</p>	<p>Preparing a poster about their favourite cartoon characters’ likes and dislikes.</p>

UNIT 2 HOBBIES AND INTERESTS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Interests</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding phrases and expressions related to personal and family information in clear and slow speech. * understanding and extracting the essential information from short recorded passages about family. <p>Reading</p> <ul style="list-style-type: none"> * understanding very short, simple texts about family, picking up familiar names, words and basic phrases and rereading as required. * getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support. <p>Writing</p> <ul style="list-style-type: none"> * writing simple isolated phrases and sentences. * writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” * writing a series of simple phrases and sentences about their family * asking for or passing on personal details in written form * copying out single words and short texts presented in standard printed format. <p>Speaking</p> <ul style="list-style-type: none"> * producing simple mainly isolated phrases about people. * asking and answering simple questions, initiating and responding to simple statements related to family 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Identifying people</p> <p>Describing people</p>	Making a list of hobbies and interests of their family members.

UNIT 3 FOOD AND DRINKS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Eating</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding phrases and expressions related to food and drinks * understanding and extracting the essential information from short recorded passages about food and drinks. * understanding enough to be able to meet needs of a concrete type such as hunger and thirst. * understanding phrases and expressions related to areas of most immediate priority such as hunger and thirst. <p>Reading</p> <ul style="list-style-type: none"> * understanding very short, simple texts about food and drinks, picking up familiar names, words and basic phrases and rereading as required. * getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support. * understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. <p>Writing</p> <ul style="list-style-type: none"> * writing simple isolated phrases and sentences / a series of simple phrases and sentences linked with simple connectors like “and”, “but” * solving a puzzle <p>Speaking</p> <ul style="list-style-type: none"> * producing simple, mainly isolated phrases about food and drinks. * initiating and responding to simple statements in areas of immediate need * asking people for things, and giving people things. * giving and receiving information about quantities and numbers * initiating, maintaining and closing simple, face-to-face conversation 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Asking for and telling quantity</p> <p>Expressing needs</p>	Drawing a fruit and vegetable basket. Showing and telling it in the class.

UNIT 3 FOOD AND DRINKS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Eating out</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding phrases and expressions related to food and drinks in clear and slow speech. * understanding and extracting the essential information from short recorded passages. <p>Reading</p> <ul style="list-style-type: none"> * finding specific, predictable information in simple everyday material such as menus * locating specific information in lists and isolating the information required * getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support. <p>Writing</p> <ul style="list-style-type: none"> * writing simple isolated phrases and sentences / a series of simple phrases and sentences linked with simple connectors like “and”, “but” * copying out single words and short texts presented in standard printed format. <p>Speaking</p> <ul style="list-style-type: none"> * using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say. * identifying what he/she means by pointing to it * interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary * interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair * ordering a meal. * making simple purchases by stating what is wanted and asking the price. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Asking for and telling the price</p> <p>Making an order</p>	Preparing a menu for their new restaurant.

UNIT 4 DAILY LIFE AND ROUTINES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>A Day in My Life</i>	<p>Listening * understanding and extracting the essential information from short recorded passages.</p> <p>Reading * understanding short simple personal letters. * finding specific, predictable information in simple everyday material. * locating specific information in lists and isolating the information required * getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support.</p> <p>Writing * writing about everyday aspects of people and places * copying out single words and short texts presented in standard printed format.</p> <p>Speaking * asking and answering questions about daily activities and routines. * asking and answering questions about what they do at work and in free time * indicating time by such phrases as everyday, every morning, etc</p>	Choose the appropriate ones from the list.	Asking for and giving information Asking for and talking about daily routines	Making a list of their daily activities.

UNIT 4 DAILY LIFE AND ROUTINES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Occasions</i>	<p>Listening * understanding and extracting the essential information from short recorded passages.</p> <p>Reading * understanding short simple personal letters. * finding specific, predictable information in simple everyday material. * locating specific information in lists and isolating the information required * getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support.</p> <p>Writing * writing about everyday aspects of people and places * copying out single words and short texts presented in standard printed format.</p> <p>Speaking * asking and answering questions about daily activities and routines. * asking and answering about what they do at work and in free time * indicating time by such phrases as everyday, every morning, etc</p>	Choose the appropriate ones from the list.	Asking for and talking about daily routines	Making a list of preparations for a special day (bayram, birthday, etc.)

UNIT 5 SCHOOL

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Staff</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. * understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. * using an idea of the overall meaning of utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. <p>Reading</p> <ul style="list-style-type: none"> * identifying specific information in simpler written material he/she encounters * finding specific, predictable information in simple everyday material. * using an idea of the overall meaning of short texts on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. <p>Writing</p> <ul style="list-style-type: none"> * writing about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. <p>Speaking</p> <ul style="list-style-type: none"> * giving a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. * describing everyday aspects of his/her environment e.g. people, places, a job or study experience. * asking and answering questions about habits and routines. * asking and answering questions about what they do at work and in free time * asking for and providing personal information. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Asking for and talking about daily routines</p>	<p>Finding a staff member. Interviewing him/her. Writing a short paragraph about him/her.</p>

UNIT 5 SCHOOL

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Places</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. <p>Reading</p> <ul style="list-style-type: none"> * understanding everyday signs and notices at school * understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. * using an idea of the overall meaning of utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. * finding specific, predictable information in simple everyday material. * using an idea of the overall meaning of short texts on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. <p>Writing</p> <ul style="list-style-type: none"> * copying out short texts in printed or clearly handwritten format. * transferring signs and symbols into sentences or paragraphs. <p>Speaking</p> <ul style="list-style-type: none"> * describing everyday aspects of his/her environment e.g. people, places, a job or study experience. * describing places in simple terms. * interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Describing places</p> <p>Asking for and telling regulations and rules</p>	<p>Drawing the plan of their school.</p> <p>Naming the important places.</p>

UNIT 6 WEATHER CONDITIONS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Seasons</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. * understanding phrases and expressions related to areas of most immediate priority (e.g. local geography) provided speech is clearly and slowly articulated. <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. * understanding very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. * getting an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. * using an idea of the overall meaning of short texts on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. <p>Writing</p> <ul style="list-style-type: none"> * copying out short texts in printed or clearly handwritten format. * transferring signs and symbols into sentences or paragraphs. * writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” about weather conditions <p>Speaking</p> <ul style="list-style-type: none"> * describing weather conditions * asking and answering questions and exchanging ideas and information on familiar topics in predictable everyday situations. * interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Describing places</p>	<p>Choosing a region or country.</p> <p>Finding out the weather conditions there in different seasons.</p> <p>Writing a short paragraph about it.</p>

UNIT 6 WEATHER CONDITIONS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Meteorology</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. * understanding phrases and expressions related to areas of most immediate priority (e.g. local geography) provided speech is clearly and slowly articulated. <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. * understanding very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. * getting an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. * using an idea of the overall meaning of short texts on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. <p>Writing</p> <ul style="list-style-type: none"> * copying out short texts in printed or clearly handwritten format. * transferring signs and symbols into sentences or paragraphs. * writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” about weather conditions <p>Speaking</p> <ul style="list-style-type: none"> * describing weather conditions * asking and answering questions and exchange ideas and information on familiar topics in predictable everyday situations. * interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Describing places</p>	<p>Reading the paragraph about the weather conditions of a country. Drawing relevant symbols on the map to show the weather conditions. (Students are given a paragraph about the weather conditions of a country, and a map)</p>

UNIT 7 HYGIENE

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Personal</i>	<p>Listening * understanding phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated. * identifying the topic of discussion which is conducted slowly and clearly. * identifying the main point of TV public educational programs</p> <p>Reading * finding specific, predictable information in simple everyday material * understanding simple instructions on equipment encountered in everyday life – such as food labels, medicine, etc.</p> <p>Writing * writing a series of simple phrases and sentences about hygiene * copying out single words and short texts presented in standard printed format. * picking out and reproducing key words and phrases or short sentences from a short text within the his/her limited competence and experience.</p> <p>Speaking * understanding clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. * making and responding to suggestions. * indicating when he/she is following. * saying he/she didn't follow.</p>	<p style="text-align: center;">Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Making suggestions</p> <p>Giving orders</p>	<p>Preparing a poster to start a hygiene campaign.</p>

UNIT 7 HYGIENE

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Food and Drinks</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated. * identifying the topic of discussion which is conducted slowly and clearly. * identifying the main point of radio public educational programs <p>Reading</p> <ul style="list-style-type: none"> * finding specific, predictable information in simple everyday material * understanding simple instructions on equipment encountered in everyday life – such as food labels, medicine, etc. <p>Writing</p> <ul style="list-style-type: none"> * writing a series of simple phrases and sentences about hygiene * copying out single words and short texts presented in standard printed format. * picking out and reproducing key words and phrases or short sentences from a short text within the his/her limited competence and experience. <p>Speaking</p> <ul style="list-style-type: none"> * understanding clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. * making and responding to suggestions. * indicating when he/she is following. * saying he/she didn't follow. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Making suggestions</p> <p>Giving orders</p>	Preparing a cartoon strip about hygiene.

UNIT 8 PARTIES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Planning a party</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. * following speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. * understanding and extracting the essential information from short recorded passages <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts on familiar matters of a concrete type which consist of high frequency everyday * understanding short, simple messages on invitation cards * identifying specific information in simpler written material he/she encounters such as invitation cards, lists, etc. <p>Writing</p> <ul style="list-style-type: none"> * writing a short simple invitation card * making a list * writing short, simple notes and messages relating to a party. <p>Speaking</p> <ul style="list-style-type: none"> * handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. * discussing what to do, where to have the party and make arrangements for the party. * indicating time by such phrases as next week, at three o' clock, etc. * communicating in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. * making and responding to invitations and apologies. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Inviting</p> <p>Accepting or refusing</p> <p>Thanking</p>	<p>Preparing an invitation card for an imaginary party.</p>

UNIT 8 PARTIES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Enjoying a party</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. * following speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. * understanding and extracting the essential information from short recorded passages <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts on rules of a game * finding specific information on rule cards * understanding simple instructions on the box of a game <p>Writing</p> <ul style="list-style-type: none"> * writing very short, basic descriptions of events <p>Speaking</p> <ul style="list-style-type: none"> * using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say * identifying what he/she means by pointing to it (e.g. I'd like this, please'). * establishing social contact: greetings and farewells; introductions; giving thanks. * expressing how he/she feels in simple terms, and expressing thanks. * handling very short social exchanges * making an introduction and using basic greeting and leave-taking expressions * using simple techniques to start; maintain, or end a short conversation. * initiating, maintaining and closing simple, face-to-face conversation. * asking for attention. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Thanking</p> <p>Giving instructions</p> <p>Describing an event</p> <p>Greeting</p> <p>Saying farewell and leave-taking</p> <p>Making introductions</p> <p>Expressing feelings</p> <p>Asking for attention</p>	<p>Finding a cut-out picture or photo of a party. Describing what is happening and what is going to happen.</p>

UNIT 9 LIVING BEINGS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Animals</i>	<p>Listening</p> <ul style="list-style-type: none"> * identifying animals by their sounds * understanding and extracting the essential information from short recorded passages <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts on animals * finding specific information in simple texts <p>Writing</p> <ul style="list-style-type: none"> * picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. * copying out short texts in printed or clearly handwritten format * writing a series of simple phrases and sentences about animals <p>Speaking</p> <ul style="list-style-type: none"> * giving short basic descriptions of animals * giving a short, rehearsed, basic presentation on a familiar subject. * coping with a limited number of straightforward follow up questions * asking and answering questions about animals, where they live, what they do, what they have. * asking very simply for repetition when he/she does not understand. * asking for clarification about key words or phrases not understood using stock phrases. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Describing an animal</p>	<p>Finding an interesting animal.</p> <p>Preparing posters and a speech bubble.</p> <p>Giving a presentation on it.</p> <p>Answering follow up questions.</p>

UNIT 9 LIVING BEINGS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Plants</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding phrases and expressions related to plants growing in different geographical locations * identifying the implied plant from the given information * understanding and extracting the essential information from short recorded passages <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts on plants * finding specific information in simple texts * categorizing plants by using their shared properties <p>Writing</p> <ul style="list-style-type: none"> * picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. * copying out short texts in printed or clearly handwritten format * writing a series of simple phrases and sentences about plants <p>Speaking</p> <ul style="list-style-type: none"> * giving short basic descriptions of plants * giving a short, rehearsed, basic presentation on a familiar subject. * coping with a limited number of straightforward follow up questions * asking and answering questions about plants, where they grow, what they are good for, what they have. * asking very simply for repetition when he/she does not understand. * asking for clarification about key words or phrases not understood using stock phrases. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Describing and identifying plants</p>	<p>Collecting some plants. Finding their names in English. Making a "My Favourite Plant" book.</p>

UNIT 10 GAMES AND SPORTS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A Games	<p>Listening</p> <ul style="list-style-type: none"> * understanding phrases and expressions related to rules of games provided speech is clearly and slowly articulated. * understanding instructions addressed carefully and slowly to him/her * understanding and extracting the essential information from short recorded passages <p>Reading</p> <ul style="list-style-type: none"> * understanding simple instructions on games * finding specific information in simple texts <p>Writing</p> <ul style="list-style-type: none"> * writing a series of simple phrases and sentences about games <p>Speaking</p> <ul style="list-style-type: none"> * giving short basic descriptions of games * asking and answering questions about games and their rules * communicating in simple and routine tasks requiring a simple and direct exchange of information on games * asking for clarification about rules of games 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Identifying options</p> <p>Giving instructions for making and doing things</p> <p>Asking people to do and not to do things</p>	<p>Preparing cards for a miming game.</p>

UNIT 10 GAMES AND SPORTS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Sports</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding phrases and expressions related to sports provided speech is clearly and slowly articulated. * understanding and extracting the essential information from short recorded passages * listening for scores <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts on familiar matters of a concrete type which consist of high frequency sport related language. * finding specific information in simple texts * using an idea of the overall meaning of short texts and utterances on sports to derive the probable meaning of unknown words from the context <p>Writing</p> <ul style="list-style-type: none"> * writing a series of simple phrases and sentences about sports * writing very short, basic descriptions of sports events * writing a notice for a sports event <p>Speaking</p> <ul style="list-style-type: none"> * giving short basic descriptions of games * asking and answering questions about games and their rules * communicating in simple and routine tasks requiring a simple and direct exchange of information on games * asking for clarification about rules of games * using simple descriptive language to make brief statements about sports people 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Describing people</p>	<p>Choosing their favourite star in sports.</p> <p>Finding pictures or photos of that person.</p> <p>Writing a short descriptive paragraph about him/her. (Their poster will be displayed in the classroom.)</p>

UNIT 11 SAFETY

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Traffic Rules</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. * following changes of topic of factual TV news items, and forming an idea of the main content. <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. * understanding everyday signs and notices: in public places, such as streets. * using an idea of the overall meaning of short texts and utterances on traffic to derive the probable meaning of unknown words from the context <p>Writing</p> <ul style="list-style-type: none"> * writing a series of simple phrases and sentences linked with simple connectors * writing what road signs and traffic signs mean <p>Speaking</p> <ul style="list-style-type: none"> * asking and answering questions about traffic rules * communicating in simple and routine tasks requiring a simple and direct exchange of information on traffic * asking for and providing suggestions and obligations 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Asking for and making suggestions</p> <p>Expressing obligation</p>	<p>Finding five more road or traffic signs. Writing what they mean. Their poster will be displayed in the classroom.</p>

UNIT 11 SAFETY

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Other</i> <i>Safety Rules</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. * understanding spoken regulations, for example safety, when expressed in simple language. <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. * understanding everyday signs and notices: in public places, such as in streets and workplaces, like hazard warnings. * understanding written regulations, for example safety, when expressed in simple language. <p>Writing</p> <ul style="list-style-type: none"> * writing a series of simple phrases and sentences linked with simple connectors * writing what safety signs mean <p>Speaking</p> <ul style="list-style-type: none"> * asking and answering questions about safety rules * communicating in simple and routine tasks requiring a simple and direct exchange of information on safety * asking for and providing suggestions and obligations 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Asking for and making suggestions</p> <p>Expressing obligation</p> <p>Warning</p>	<p>Finding what to do in case of an earthquake from the INTERNET.</p>

UNIT 12 DIFFERENT PLACES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>A Trip</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>Reading</p> <ul style="list-style-type: none"> * understanding short simple personal letters. * identifying specific information in simpler written material he/she encounters such as letters and brochures. * understanding specific information in a diary. <p>Writing</p> <ul style="list-style-type: none"> * writing a short simple postcard * writing numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form. * writing short, simple notes and messages relating to matters in areas of immediate need. <p>Speaking</p> <ul style="list-style-type: none"> * describing plans and arrangements * explaining what he/she likes or dislikes about something. * describing places in simple terms. * communicating in simple and routine tasks requiring a simple and direct exchange of information * handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. * discussing what to do, where to go and make arrangements * replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. 	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Asking for and expressing decisions and plans</p> <p>Asking for and expressing definite arrangements</p> <p>Making decisions</p>	Choosing a place where they want to go. Planning what they will do there.

UNIT 12 DIFFERENT PLACES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Guests in Turkey</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>Reading</p> <ul style="list-style-type: none"> * understanding short simple personal letters. * identifying specific information in simpler written material he/she encounters such as letters and brochures. * understanding specific information in a diary. <p>Writing</p> <ul style="list-style-type: none"> * writing a short simple postcard * writing numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form. * writing short, simple notes and messages relating to matters in areas of immediate need. <p>Speaking</p> <ul style="list-style-type: none"> * describing plans and arrangements * explaining what he/she likes or dislikes about something. * describing places in simple terms. * communicating in simple and routine tasks requiring a simple and direct exchange of information * handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. * discussing what to do, where to go and make arrangements * replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Asking for and expressing decisions and plans</p> <p>Asking for and expressing definite arrangements</p> <p>Making decisions</p>	<p>Preparing a sightseeing tour for a foreign friend who is visiting their city.</p>

UNIT 13 HOLIDAYS

TOPIC	SKILL	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>National Holidays</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. * finding specific, predictable information in simple everyday material such as timetables. * locating specific information in lists and isolate the information required <p>Writing</p> <ul style="list-style-type: none"> * writing a series of simple phrases and sentences about their family, living conditions, holidays. * writing short, simple poems about holidays * writing short, simple notes and messages relating to matters in areas of immediate need. <p>Speaking</p> <ul style="list-style-type: none"> * giving a simple description or presentation of people, living or working conditions, daily routines, etc. as a short series of simple phrases and sentences linked into a list. * telling a story or describe something in a simple list of points. * describing everyday aspects of his/her environment e.g. people, places, a job or study experience. * giving short basic descriptions of events and activities. * describing plans and arrangements, habits and routines * giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. * answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible. * managing simple, routine exchanges without undue effort. * participating in short conversations in routine contexts on topics of interest. * discussing what to do, where to go and making arrangements to meet. 	<p align="center">Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Asking for and expressing decisions and plans</p> <p>Asking for and expressing definite arrangements</p> <p>Making decisions</p>	<p>Finding the names of their national holidays in English and writing them down.</p>

UNIT 13 HOLIDAYS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Religious Holidays</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. * finding specific, predictable information in simple everyday material such as timetables. <p>Writing</p> <ul style="list-style-type: none"> * writing a series of simple phrases and sentences about their family, living conditions, holidays. * writing short, simple poems about holidays * writing short, simple notes and messages relating to matters in areas of immediate need. <p>Speaking</p> <ul style="list-style-type: none"> * giving a simple description or presentation of people, living or working conditions, daily routines, etc. as a short series of simple phrases and sentences linked into a list. * telling a story or describe something in a simple list of points. * describing everyday aspects of his/her environment e.g. people, places, a job or study experience. * giving short basic descriptions of events and activities. * describing plans and arrangements, habits and routines * giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. * answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible. * managing simple, routine exchanges without undue effort. * participating in short conversations in routine contexts on topics of interest. * discussing what to do, where to go and making arrangements to meet. 	<p>Choose the appropriate ones from the list.</p>	<p>Asking for and giving information</p> <p>Asking for and expressing decisions and plans</p> <p>Asking for and expressing definite arrangements</p> <p>Making decisions</p>	<p>Drawing (or finding) the pictures of things and animals associated with their religious holidays.</p>

UNIT 14 MATHEMATICAL PROBLEMS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Solving Problems</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages * getting an idea of the content of simple informational material and short simple speech, especially if there is visual support. <p>Reading</p> <ul style="list-style-type: none"> * understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. <p>Writing</p> <ul style="list-style-type: none"> * writing a series of simple phrases and sentences * transferring numbers into letters and vice versa <p>Speaking</p> <ul style="list-style-type: none"> * Using simple descriptive language to make brief statements about mathematical operations * giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. * answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible. * interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. * exchanging relevant information on formulation of mathematical problems * indicating when he/she is following * dealing with practical everyday demands: finding out and passing on straightforward factual information. 	Choose the appropriate ones from the list.	Imparting and seeking factual information: identifying, correcting, asking	Changing the given mathematical problem into a cartoon strip story.

UNIT 14 MATHEMATICAL PROBLEMS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Shapes</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>Reading</p> <ul style="list-style-type: none"> * using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. * identifying specific information in simpler written material he/she encounters. * understanding specific information in a text. * understanding the gist of a text. <p>Writing</p> <ul style="list-style-type: none"> * writing short, simple formulaic notes * writing about shapes, converting verbal information into shapes. <p>Speaking</p> <ul style="list-style-type: none"> * indicating when he/she is following * saying he/she didn't follow * asking for clarification about key words or phrases not understood using stock phrases * asking very simply for repetition when he/she does not understand. * picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. * Using simple descriptive language to make brief statements 	<p>Choose the appropriate ones from the list.</p>	<p>Imparting and seeking factual information: identifying, correcting, asking.</p>	<p>Drawing the plan of their dream house using geometrical shapes.</p>

UNIT 15 LABORATORY WORK

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Matter</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>Reading</p> <ul style="list-style-type: none"> * using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. * identifying specific information in simple written material he/she encounters such as experiments. * understanding specific information in a text. * understanding the gist of a text. <p>Writing</p> <ul style="list-style-type: none"> * writing very short, basic descriptions of scientific processes <p>Speaking</p> <ul style="list-style-type: none"> * giving a simple description or presentation of scientific processes as a short series of simple phrases and sentences linked into a list. * describing everyday aspects of his/her environment * giving and receiving information about quantities, numbers etc. * asking people for things and give people things. * dealing with practical everyday demands: finding out and passing on straightforward factual information. * communicating in simple and routine tasks requiring a simple and direct exchange of information. * exchanging limited information on familiar and routine operational matters 	<p style="text-align: center;">Choose the appropriate ones from the list.</p>	<p>Imparting and seeking factual information: identifying, correcting, asking</p>	<p>Doing an experiment on changing a matter and writing the steps of the experiment.</p>

UNIT 15 LABORATORY WORK

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Measurements</i>	<p>Listening * understanding and extracting the essential information from short recorded passages * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support.</p> <p>Reading * using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. * identifying specific information in simple written material he/she encounters * understanding specific information in a text</p> <p>Writing * writing very short, basic descriptions of scientific processes</p> <p>Speaking * giving a simple description or presentation of scientific processes as a short series of simple phrases and sentences linked into a list. * describing everyday aspects of his/her environment * giving and receiving information about quantities, numbers etc. * asking people for things and give people things. * dealing with practical everyday demands: finding out and passing on straightforward factual information. * communicating in simple and routine tasks requiring a simple and direct exchange of information. * exchanging limited information on familiar and routine operational matters</p>	Choose the appropriate ones from the list.	Imparting and seeking factual information: identifying, correcting, asking	Finding 10 items for each measurement unit and writing them in categories.

UNIT 16 DIFFERENT LIFE STYLES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>The North Pole</i>	<p>Listening</p> <ul style="list-style-type: none"> * understanding and extracting the essential information from short recorded passages * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. * following changes of topic of a documentary and forming an idea of the main content. <p>Reading</p> <ul style="list-style-type: none"> * using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. * identifying specific information in simple written material he/she encounters * understanding specific information in a text <p>Writing</p> <ul style="list-style-type: none"> * write about everyday aspects of people and places * write a series of simple phrases and sentences about people and living conditions <p>Speaking</p> <ul style="list-style-type: none"> * giving a short, rehearsed, basic presentation on a familiar subject. * answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible. * giving short basic descriptions of events and activities. * describing people, places and possessions in simple terms. * telling a story or describing something in a simple list of points. * describing everyday aspects of people and places. * giving a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. * exchanging limited information on familiar and routine operational matters 	<p>Choose the appropriate ones from the list.</p>	<p>Imparting and seeking factual information Asking for and expressing definite arrangements Making decisions Asking for and expressing decisions and plans Expressing obligation Warning Asking for and making suggestions Expressing obligation Asking people to do and not to do things (Requesting) Identifying options Giving instructions Describing an event, person, place, animal, etc. Greeting Saying farewell and leave- taking Making introductions Expressing feelings Asking for attention Inviting Accepting or refusing Thanking Making suggestions Giving orders Asking for and telling regulations and rules Asking for and talking about daily routines Asking for and telling the price Making an order Asking for and telling quantity Expressing needs Asking for and expressing likes and dislikes Asking for and giving information Identifying people</p>	<p>Finding pictures showing different cultures.</p>

UNIT 16 DIFFERENT LIFE STYLES

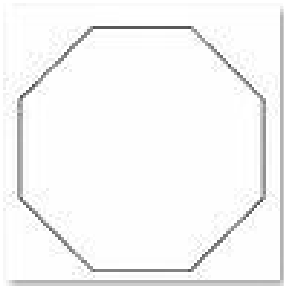
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART B <i>Life on the North Pole</i></p>	<p>Listening * understanding and extracting the essential information from short recorded passages * getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. * following changes of topic of a documentary and forming an idea of the main content.</p> <p>Reading * using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. * identifying specific information in simple written material he/she encounters * understanding specific information in a text</p> <p>Writing * write about everyday aspects of people and places * write a series of simple phrases and sentences about people and living conditions</p> <p>Speaking * giving a short, rehearsed, basic presentation on a familiar subject. * answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible. * giving short basic descriptions of events and activities. * describing people, places and possessions in simple terms. * telling a story or describing something in a simple list of points. * describing everyday aspects of people and places. * giving a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list. * exchanging limited information on familiar and routine operational matters</p>	<p>Choose the appropriate ones from the list.</p>	<p>Imparting and seeking factual information Asking for and expressing definite arrangements Making decisions Asking for and expressing decisions and plans Expressing obligation Warning Asking for and making suggestions Expressing obligation Asking people to do and not to do things (Requesting) Identifying options Giving instructions Describing an event, person, place, animal, etc. Greeting Saying farewell and leave- taking Making introductions Expressing feelings Asking for attention Inviting Accepting or refusing Thanking Making suggestions Giving orders Asking for and telling regulations and rules Asking for and talking about daily routines Asking for and telling the price Making an order Asking for and telling quantity Expressing needs Asking for and expressing likes and dislikes Asking for and giving information Identifying people</p>	<p>Making an igloo using different materials.</p>

UNIT 14 MATHEMATICAL PROBLEMS

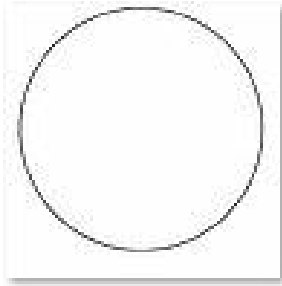
Part B) Shapes

I) Match the shapes and their names. Write their names under them.

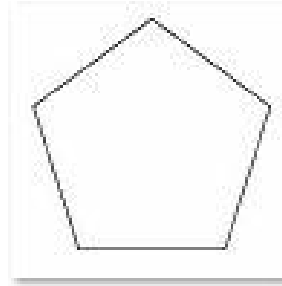
Square, circle, hexagon, octagon, star, ellipse, rectangle, pentagon, triangle



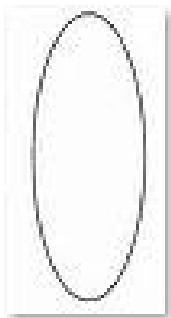
a)



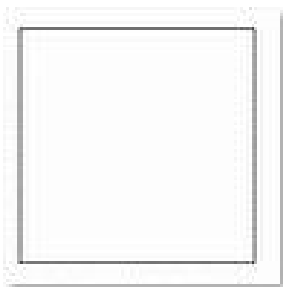
b)



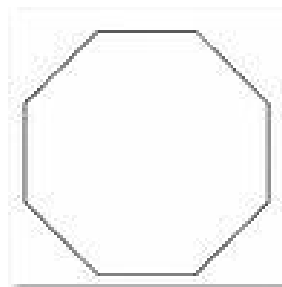
c)



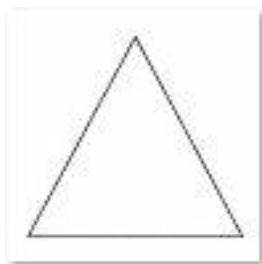
d)



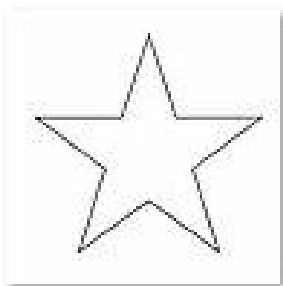
e)



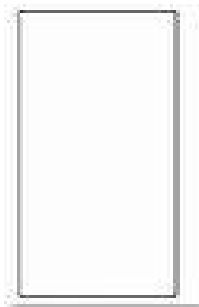
f)



g)



h)

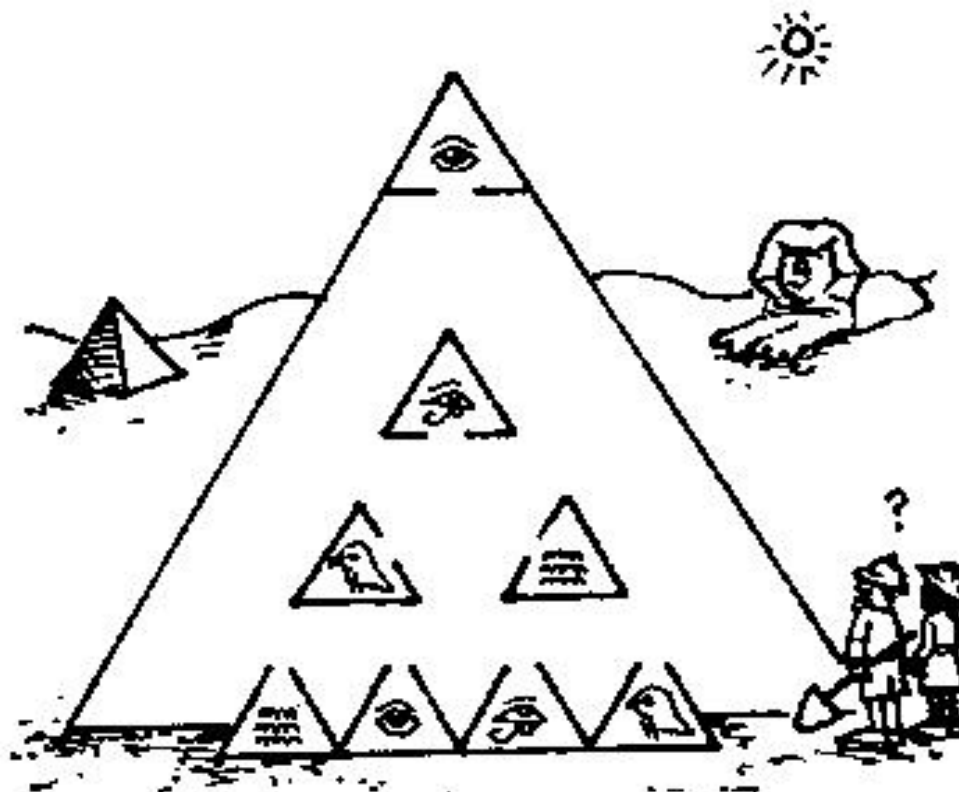


i)

II) Now listen to the correct answers from the tape. Check your answers.

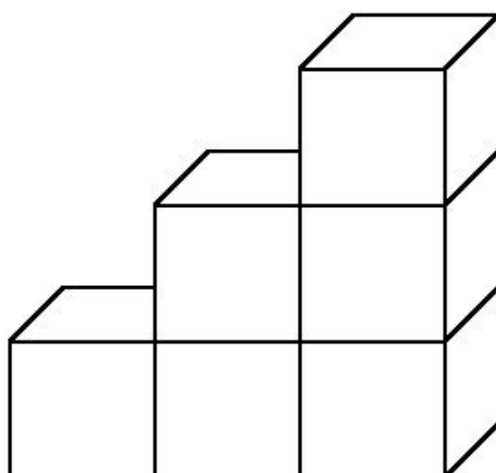
III) Now listen to the correct answers from the tape again. Repeat the pronunciations.

IV) Draw 4 lines to match the pairs of shapes. The lines cannot intersect.

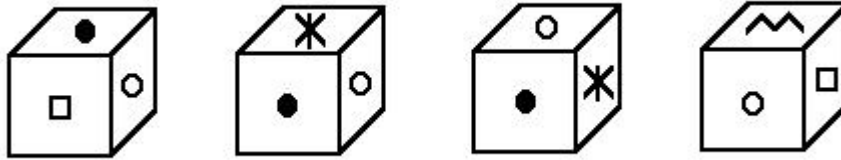


V) Work in groups and solve the following.

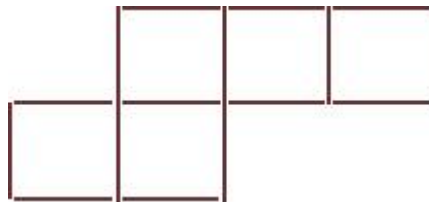
1. This stairway is made of cubes. How many cubes would be needed to make the steps 9 steps high?



2. One of these things does not belong here, one of these things is not the same. Can you tell which cube is DIFFERENT?



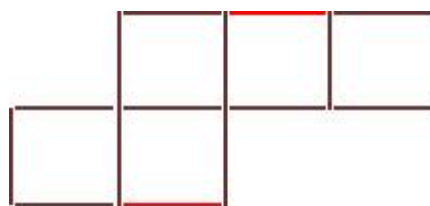
3. Starting with the figure below, can you move exactly two toothpicks to form four 1x1 squares? You should have exactly four squares, all the same size with the original squares you see below.



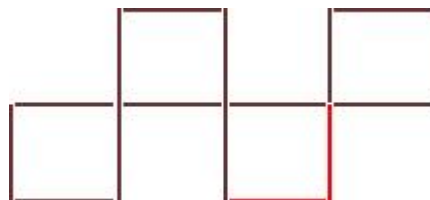
VI) Now listen to the answers from the tape. Check your answers for the first and second problems.

VII) Read the solution of the third problem. Check your answer.

There are 16 toothpicks. We want to make 4 squares, and you can move only two toothpicks. To get there, you need to move the two toothpicks highlighted in this diagram:



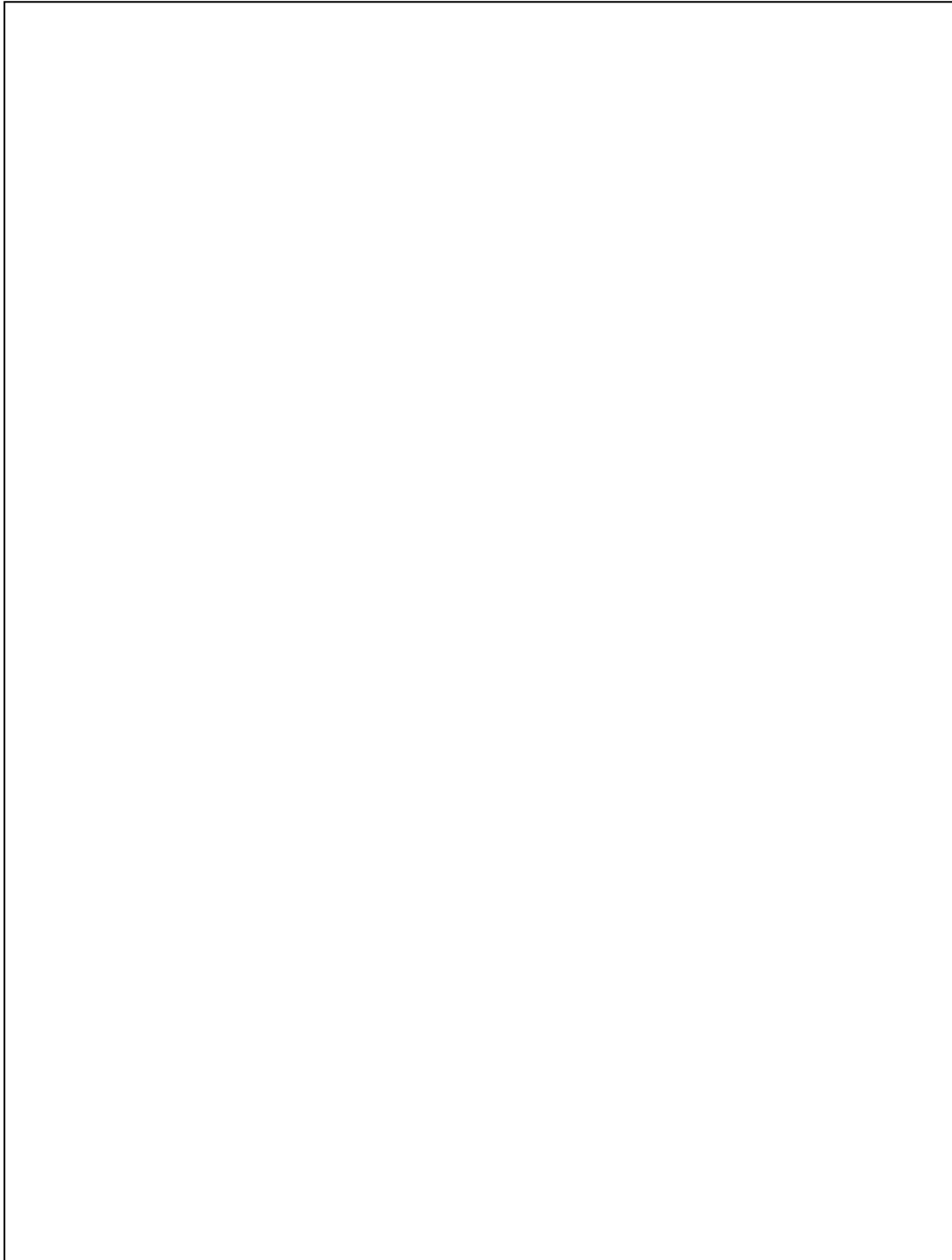
Here is where to put them:



You have got four squares that are exactly the same size.

Task:

Draw the plan of your dream house using geometrical shapes.

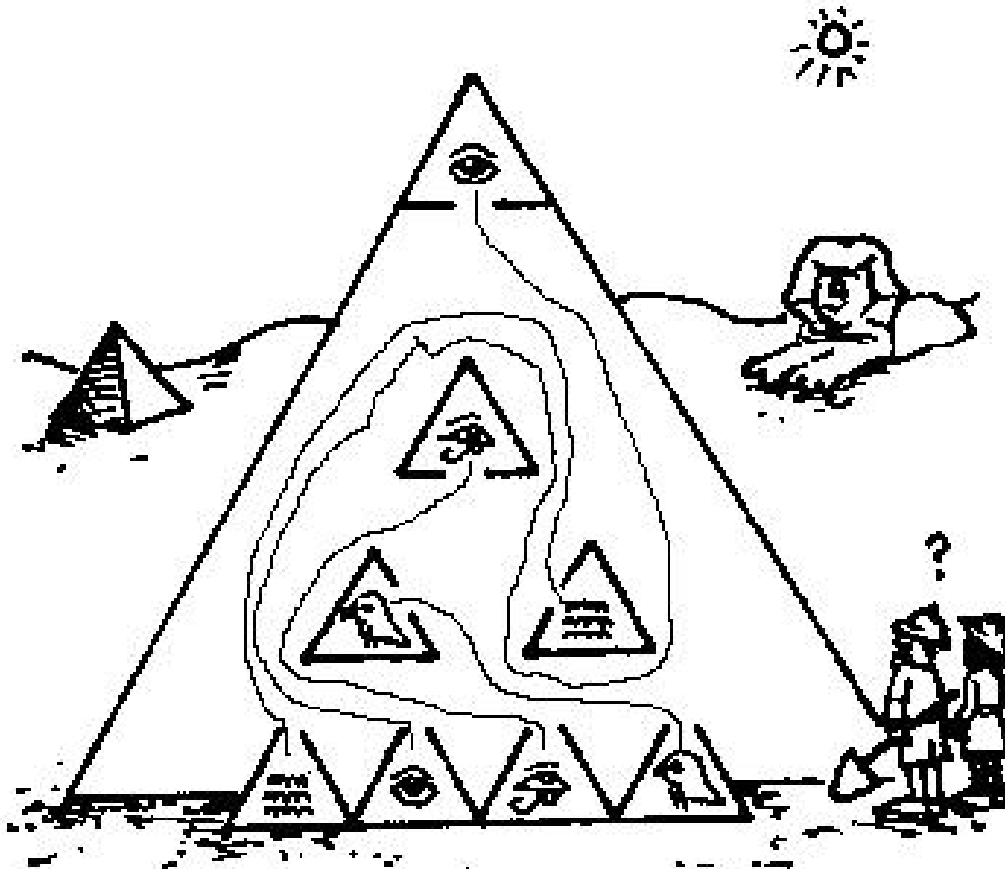


Tape script:

The solution of the first problem: 1 step needs 1 cube. 2 steps need 2 cubes. Add 1 cube, it makes 3. 3 steps need 3 cubes. Add 3 cubes, it makes 6 cubes. 4 steps need 4 cubes. Add 6 cubes, it makes 10 cubes. 5 steps need 5 cubes. Add 10 cubes, it makes 15. 6 steps need 6 cubes. Add 15 cubes, it makes 21 cubes. 7 steps need 7 cubes. Add 21 cubes, it makes 28 cubes. 8 steps need 8 cubes. Add 28 cubes, it makes 36 cubes. 9 steps need 9 cubes. Add 36 cubes, it makes 45 cubes. The correct answer is 45 cubes.

The solution to the second problem: The third cube from left is different. When you roll the cube, you cannot get this combination.

Possible answer for the matching activity (IV)



SYLLABUS FOR THE 7TH GRADE: General Introduction

For the 7th grade, students have 4 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections: **Part A** and **Part B**. Part A is designed for those who take 4 hours of compulsory English. Part B is designed for those who take 4 hours of English (4 + 2). Part B does not present any new information but aims to reinforce and enrich the things that have been studied in Part A. Each part is to be covered in approximately two weeks. Teachers who have not finished Part A in the allocated time can skip Part B with the students who study English for 6 hours per week. The aim is not to finish units but to teach English.

Tasks (projects) that are assigned for each unit can be kept in a dossier by the students and teachers can give feedback to those in the elective course hours. Students can also share their projects with their peers in the class.

Assuming that students have mastered the general goals of the 6th grade, students who complete this grade are expected to show the following linguistic competence levels:

Students will

1. Use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.
2. Produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.
3. Have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
4. Make and respond to invitations, suggestions, apologies, etc.
5. Handle very short social exchanges, using everyday polite forms of greeting and address.
6. Adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.
7. Ask for attention.
8. Initiate, maintain and close simple face-to-face conversation.
9. Use simple techniques to start, maintain, or end a short conversation.
10. Link groups of words with simple connectors like 'and' 'but' and 'because'.
11. Use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
12. Construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

In order to fulfil the above mentioned objectives, the following structures are suggested:

prepositions of place and direction

Revision of tenses studied before

let's, shall, why don't we ...,

Modals: affirmative, negative, interrogative, Wh- questions

Imperatives

Comparatives with “-er” and “more” + Superlatives with “-est” and “most”

Simple Past: “To be”- affirmative, negative, interrogative, Wh- questions

Time phrases: at 5 o’clock, yesterday, last year, ago, etc.

Adjectives and adverbs

Simple past: (common verbs) affirmatives, negatives, interrogative, Wh- questions

There + was/were

after, before, while

When I was,

Could/ couldn’t (past ability)

Used to/ would (past habits)

As for contexts (situations and texts), the following can be used:

- * informal inter-personal dialogues and conversations between people
- * short recorded dialogs and passages
- * short, simple reading texts
- * visuals (pictures, drawings, illustrations, plans, graphs, maps, flags, cartoons, caricatures, photos, shadows, models, Charts, puppets, etc.)
- * OHP and transparencies
- * phrases and sentences
- * student conversations
- * teacher-talk
- * common everyday classroom language
- * Short descriptive paragraphs
- * games (TPR games, Spelling games, Categorization games, ball games, Miming games, board games, group games, dicto-games, etc.)
- * stories (story telling / story reading)
- * drama and dramatization
- * songs, chants and rhymes
- * poems, riddles, jokes, tongue twisters
- * handcraft and art activities
- * Word puzzles, word hunts, jumbled words, word bingo
- * Recorded sounds (animals, nature, etc.)
- * Various reading texts (ads, ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists, Timetables, Weather reports, TV Guides, Classroom rules, Menus, Food price lists, Personal letters, postcards, e-mails, internet, websites, search engines, SMS, chat messages, Speech bubbles, brochures and leaflets, road signs and traffic signs, newspaper headlines, extracts from magazines, scientific studies, research, findings, etc., tales and legends)
- * Information gap activities, opinion gap activities
- * videotapes, -cassettes, -discs;
- * audiotapes, -cassettes, -discs;

- * registration forms (hotel/ immigration office/ custom's office, etc)
- * diaries, memos, labels, price tags, price lists
signs and notices, Questionnaires, etc.
- * scales, shapes, measurement units, containers, etc.
- * Birth certificates
- * Interviews
- * photo albums
- * short TV programs, video extracts, excerpt from a film (e.g. documentary, movie), Quiz shows, reality shows, etc., sitcoms, soap operas, etc., commercials,

SYLLABUS FOR THE 7TH GRADE

UNIT 1 INTERESTING BELIEFS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Horoscopes</i>	<p>Listening Identifying the topic of discussion between native speakers which is conducted slowly and clearly in a recorded text. Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language. Finding specific, predictable information in simple everyday material such as horoscopes. Locating specific information in lists and isolating the information required in horoscopes.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p> <p>Speaking Describing his/her family, living conditions, educational background, present or most recent job. Describing people, places and possessions in simple terms. Describing him/herself; what he/she does and where he/she lives. Giving a short, rehearsed, basic presentation on a familiar subject. Answering straightforward follow up questions. Recalling and rehearsing an appropriate set of phrases from his/her repertoire. Interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Asking and answering questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>	Choose the appropriate ones from the list	Imparting and seeking factual information	Finding out and making a list of the sun signs of their family members.

UNIT 1 INTERESTING BELIEFS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Superstition</i>	<p>Listening Identifying the topic of discussion between native speakers which is conducted slowly and clearly in a recorded text. Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language. Finding specific, predictable information in simple everyday material such as horoscopes. Locating specific information in lists and isolating the information required in horoscopes.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p> <p>Speaking Describing his/her family, living conditions, educational background, present or most recent job. Describing people, places and possessions in simple terms. Describing him/herself; what he/she does and where he/she lives. Giving a short, rehearsed, basic presentation on a familiar subject. Answering straightforward follow up questions. Recalling and rehearsing an appropriate set of phrases from his/her repertoire. Interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Asking and answering questions and exchange ideas and information on familiar topics in predictable everyday situations</p>	Choose the appropriate ones from the list	Imparting and seeking information	Writing their lucky number, color, object, day, etc.

UNIT 2 TOURIST ATTRACTIONS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Places to Visit</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material such as travel guides, brochures, etc. Locating specific information in lists and isolating the information required in travel guides, brochures, etc.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p> <p>Speaking Describing everyday aspects of his/her environment e.g. people and places Using simple descriptive language to make brief statements about a place. Explaining what he/she likes or dislikes about something. Describing people, places and possessions in simple terms. Communicating in simple and routine tasks requiring a simple and direct exchange of information Establishing social contact: greetings and farewells; introductions; giving thanks. Participating in short conversations in routine contexts on topics of interest. Identifying the topic of discussion around her which is conducted slowly and clearly. Discussing everyday practical issues in a simple way when addressed clearly, slowly and directly. Getting all the information needed from a tourist office, as long as it is of a straightforward, non specialized nature. Getting simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Giving and following simple directions and instructions e.g. explain how to get somewhere. Asking for and giving directions referring to a map or plan.</p>	Choose the appropriate ones from the list	Imparting and seeking factual information: identifying, asking, describing Expressing pleasure, liking, displeasure, dislike Inquiring about pleasure, liking, displeasure, dislike Expressing interest or lack of interest Inquiring about interest or lack of interest Getting things done (Suasion): Requesting others to do something, inviting others to do something	Preparing a poster to attract tourists to their area.

UNIT 2 TOURIST ATTRACTIONS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Souvenirs to Buy</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material such as travel guides, brochures, etc. Locating specific information in lists and isolating the information required in travel guides, brochures, etc.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p> <p>Speaking Describing everyday aspects of his/her environment e.g. objects Using simple descriptive language to make brief statements about an object. Explaining what he/she likes or dislikes about something. Communicating in simple and routine tasks requiring a simple and direct exchange of information Establishing social contact: greetings and farewells; introductions; giving thanks. Participating in short conversations in routine contexts on topics of interest. Identifying the topic of discussion around her which is conducted slowly and clearly. Discussing everyday practical issues in a simple way when addressed clearly, slowly and directly. Getting all the information needed from a shop, as long as it is of a straightforward, non specialized nature. Asking about things and make simple transactions in shops Giving and receiving information about quantities, numbers, prices etc. Making simple purchases by stating what is wanted and asking the price.</p>	Choose the appropriate ones from the list	<p>Imparting and seeking factual information: identifying, asking, describing</p> <p>Expressing pleasure, liking, displeasure, dislike</p> <p>Inquiring about pleasure, liking, displeasure, dislike</p> <p>Expressing interest or lack of interest</p> <p>Inquiring about interest or lack of interest</p> <p>Getting things done (Suasion): Requesting others to do something, inviting others to do something</p>	Designing an original souvenir representative of their home town and giving a name to it.

UNIT 3 OUR NATURAL HERITAGE

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART A <i>Preserving Our Environment</i></p>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Following changes of topic of factual TV news items, and forming an idea of the main content. Identifying the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required.</p> <p>Writing Writing short, simple notes and messages relating to matters in areas of immediate need.</p> <p>Speaking Describing everyday aspects of his/her environment Using simple descriptive language to make brief statements. Finding out and passing on straightforward factual information. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. Discussing practical issues in a simple way when addressed clearly, slowly and directly.</p>	<p>Choose the appropriate ones from the list</p>	<p>Seeking and giving information Seeking and giving advice Getting things done: * suggesting a course of action, * inviting others to do something, * advising others to do something, * warning others to take care or to refrain from doing something, * instructing or directing others to do something Drawing simple conclusions and making recommendations Making and responding to offers and suggestions</p>	<p>Designing an environment-friendly means of public transport.</p>

UNIT 3 OUR NATURAL HERITAGE

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART B <i>Improving Our Environment</i></p>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Following changes of topic of factual TV news items, and forming an idea of the main content. Identifying the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required.</p> <p>Writing Writing short, simple notes and messages relating to matters in areas of immediate need.</p> <p>Speaking Describing everyday aspects of his/her environment Using simple descriptive language to make brief statements. Finding out and passing on straightforward factual information. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. Discussing practical issues in a simple way when addressed clearly, slowly and directly</p>	<p>Choose the appropriate ones from the list</p>	<p>Imparting and seeking factual information: identifying, asking, describing Expressing pleasure, liking, displeasure, dislike Inquiring about pleasure, liking, displeasure, dislike Expressing interest or lack of interest Inquiring about interest or lack of interest Getting things done (Suasion): Requesting others to do something, inviting others to do something</p>	<p>Preparing recycling bins and putting labels on them.</p>

UNIT 4 COMPUTERS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Surfing on the Net</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing short, simple notes and messages relating to matters in areas of immediate need. Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Asking for or passing on personal details in written form. Writing a short simple e-mail. Using and writing keywords and using search engines.</p> <p>Speaking Finding out and passing on straightforward factual information. Discussing practical issues in a simple way when addressed clearly, slowly and directly.</p>	Choose the appropriate ones from the list	Seeking and giving information Drawing simple conclusions and making recommendations Making and responding to offers and suggestions Discussing pros and cons of options Making comparisons and expressing degrees of difference	Preparing a draft for the home page of their personal website.

UNIT 4 COMPUTERS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART B <i>Communicating with Others</i></p>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing short, simple notes and messages relating to matters in areas of immediate need. Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Asking for or passing on personal details in written form. Writing a short simple e-mail. Using and writing keywords and using search engines.</p> <p>Speaking Finding out and passing on straightforward factual information. Discussing practical issues in a simple way when addressed clearly, slowly and directly.</p>	<p>Choose the appropriate ones from the list</p>	<p>Seeking and giving information Making comparisons and expressing degrees of difference Exchanging greetings Inquiring and stating whether someone knows or does not know something or someone Inquiring and expressing capability and incapability</p>	<p>Describing their ideal e-pal.</p>

UNIT 5 FASHION

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Technology</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing short, simple notes and messages relating to matters in areas of immediate need. Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p> <p>Speaking Finding out and passing on straightforward factual information. Discussing practical issues in a simple way when addressed clearly, slowly and directly. Asking very simply for repetition when he/she does not understand. Asking for clarification about key words or phrases not understood using stock phrases. Asking very simply for repetition when he/she does not understand. Asking for clarification about key words or phrases not understood using stock phrases. Understanding enough to manage simple, routine exchanges without undue effort. Using simple descriptive language to make brief statements about and compare objects and possessions.</p>	Choose the appropriate ones from the list	Seeking and giving information Drawing simple conclusions and making recommendations Making and responding to offers and suggestions Discussing pros and cons of options Making comparisons and expressing degrees of difference	Designing and advertising their technological device.

UNIT 5 FASHION

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Outfits</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing short, simple notes and messages relating to matters in areas of immediate need. Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p> <p>Speaking Finding out and passing on straightforward factual information. Discussing practical issues in a simple way when addressed clearly, slowly and directly. Asking very simply for repetition when he/she does not understand. Asking for clarification about key words or phrases not understood using stock phrases. Asking very simply for repetition when he/she does not understand. Asking for clarification about key words or phrases not understood using stock phrases. Understanding enough to manage simple, routine exchanges without undue effort. Using simple descriptive language to make brief statements and compare objects and possessions</p>	Choose the appropriate ones from the list	Seeking and giving information Drawing simple conclusions and making recommendations Making and responding to offers and suggestions Discussing pros and cons of options Making comparisons and expressing degrees of difference	Designing their own sports outfit and explaining how it is different.

UNIT 6 TV PROGRAMS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Series</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Identifying the main point of a TV series.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing short, simple imaginary biographies and simple poems about people.</p> <p>Speaking Exchanging relevant information and give his/her opinion Agreeing and disagreeing with others. Answering simple questions and responding to simple statements in an interview. Using simple techniques to start, maintain, or end a short conversation. Initiating, maintaining and closing simple, face-to-face conversation. Asking for attention.</p>	Choose the appropriate ones from the list	<p>Expressing opinions Inquiring about and expressing agreement and disagreement Inquiring and stating whether one knows or does not know something or someone Inquiring about and expressing pleasure, liking, displeasure, dislike Inquiring and expressing interest or lack of interest Inquiring and expressing preference Expressing indifference Making comparisons and expressing degrees of difference</p>	Choosing their favourite character from a TV series and writing an imaginary biography of him/her or a poem for him/her.

UNIT 6 TV PROGRAMS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Shows</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Identifying the main point of a TV series.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing short, simple imaginary biographies and simple poems about people.</p> <p>Speaking Exchanging relevant information and give his/her opinion Agreeing and disagreeing with others. Answering simple questions and responding to simple statements in an interview. Using simple techniques to start; maintain, or end a short conversation. Initiating, maintaining and closing simple, face-to-face conversation. Asking for attention.</p>	Choose the appropriate ones from the list	Seeking and giving information Inquiring and stating whether one knows or does not know something or someone Making comparisons and expressing degrees of difference	Preparing 5 questions that can be asked in a quiz show.

UNIT 7 OLD DAYS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Family Album</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p> <p>Speaking Describing past states. Handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. Understanding enough to manage simple, routine exchanges without undue effort. Asking for and providing personal information. Asking and answering questions about themselves and other people</p>	Choose the appropriate ones from the list	Describing people (personal appearance, qualities, in the past)	Choosing an old family photograph of theirs and giving information about those days.

UNIT 7 OLD DAYS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Social Life</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p> <p>Speaking Describing past states. Handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. Understanding enough to manage simple, routine exchanges without undue effort. Asking and answering questions about places.</p>	Choose the appropriate ones from the list	Describing places in the past Making comparisons and expressing degrees of difference	Finding a picture/drawing of a historical event/person/place from their Social Sciences book. Writing 5 sentences about it.

UNIT 8 INVENTORS AND EXPLORERS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART A <i>Inventions and Discoveries</i></p>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of past events</p> <p>Speaking Describing past events. Asking and answering questions about inventions, pastimes and past activities Asking very simply for repetition when he/she does not understand. Asking for clarification about key words or phrases not understood using stock phrases. Saying he/she didn’t follow.</p>	<p>Choose the appropriate ones from the list</p>	<p>Imparting and seeking factual information Describing and narrating past events Stating and inquiring whether someone knows or does not know something or someone</p>	<p>Thinking and deciding what the most important invention/discovery is for them.</p>

UNIT 8 INVENTORS AND EXPLORERS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Explorers</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of past events</p> <p>Speaking Describing past events. Asking and answering questions about inventions, pastimes and past activities Asking very simply for repetition when he/she does not understand. Asking for clarification about key words or phrases not understood using stock phrases. Saying he/she didn’t follow.</p>	Choose the appropriate ones from the list	Imparting and seeking factual information Describing and narrating past events Stating and inquiring whether someone knows or does not know something or someone	Writing the names and times of three explorations/discoveries.

UNIT 9 TALES AND LEGENDS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A Folk Tales	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Understanding and producing simple narratives</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. Reading tales for pleasure.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of past events</p> <p>Speaking Describing past events and people. Asking and answering questions about pastimes and past activities Telling a story Giving and receiving information about past events, people, places, dates, etc.</p>	Choose the appropriate ones from the list	Imparting and seeking information Describing and narrating past events	Changing the end of a tale/ legend and writing it down.

UNIT 9 TALES AND LEGENDS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Heroes and Heroines</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Understanding and producing simple narratives</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. Reading tales for pleasure.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of past events</p> <p>Speaking Describing past events and people. Asking and answering questions about pastimes and past activities Telling a story Giving and receiving information about past events, people, places, dates, etc.</p>	Choose the appropriate ones from the list	Imparting and seeking information Describing and narrating past events	Preparing a story strip of a legendary figure.

UNIT 10 AMAZING HISTORY

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Hard to Believe</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Understanding and producing simple narratives.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of past events</p> <p>Speaking Describing past events. Asking and answering questions about pastimes and past activities Giving and receiving information about past events, people, places, dates, etc. Giving a short, rehearsed presentation on a topic, briefly giving reasons and explanations. Answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>	Choose the appropriate ones from the list	Imparting and seeking information Describing and narrating past event	Finding an interesting but strange story. Summarizing it.

UNIT 10 AMAZING HISTORY

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Strange but True</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Understanding and producing simple narratives.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of past events</p> <p>Speaking Describing past events. Asking and answering questions about pastimes and past activities Giving and receiving information about past events, people, places, dates, etc. Giving a short, rehearsed presentation on a topic, briefly giving reasons and explanations. Answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>	Choose the appropriate ones from the list	Imparting and seeking information Describing and narrating past event	Writing an interesting historical event that they know.

UNIT 11 SKILLS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Personal Skills</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Talking about past and present abilities and inabilities. Asking and answering questions about pastimes and past activities. Answering simple questions and responding to simple statements in an interview. Making him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Asking for and providing personal information.</p>	Choose the appropriate ones from the list	Imparting and seeking information Inquiring about capability or incapability Expressing capability and incapability	Pasting a personal photo of theirs showing one of their abilities and writing a sentence about it.

UNIT 11 SKILLS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Social Skills</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Talking about past and present abilities and inabilities. Asking and answering questions about pastimes and past activities. Answering simple questions and responding to simple statements in an interview. Making him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Asking for and providing personal information.</p>	Choose the appropriate ones from the list	Imparting and seeking information Inquiring about capability or incapability Expressing capability and incapability	Writing what people could use in the past to communicate with each other.

UNIT 12 CHANGING LIFE STYLES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART A</p> <p><i>Social Life</i></p>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Recognizing differences between past and present life styles in an excerpt from a film (e.g. documentary, movie, TV program, etc.)</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Talking about past habits and routines. Asking and answering questions about pastimes and past habits and routines. Finding out and passing on straightforward factual information. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Asking for and providing personal information.</p>	<p>Choose the appropriate ones from the list</p>	<p>Imparting and seeking information Asking for and giving information about past routines and habits</p>	<p>Finding a picture showing life style in the past. Writing a short paragraph explaining it.</p>

UNIT 12 CHANGING LIFE STYLES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Professional Life</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Recognizing differences between past and present life styles in an excerpt from a film (e.g. documentary, movie, TV program, etc.)</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Talking about past habits and routines. Asking and answering questions about pastimes and past habits and routines. Finding out and passing on straightforward factual information. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Asking for and providing personal information.</p>	Choose the appropriate ones from the list	Imparting and seeking information Asking for and giving information about past routines and habits	Finding a picture of a profession which is rare today and looking up its English name in a dictionary to write it.

UNIT 13 TECHNOLOGY: FRIEND OR FOE?

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Pros</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say. Handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Agreeing and disagreeing with others. Discussing everyday practical issues in a simple way when addressed clearly, slowly and directly. Saying what he/she thinks about things. Finding out and passing on straightforward factual information.</p>	Choose the appropriate ones from the list	Identifying and describing objects (shape, size, weight, color, purpose or use, etc.) Making comparisons and expressing degrees of difference Expressing agreement and disagreement, and contradicting people Expressing preferences, opinions and making choices	Examining the word list which covers terms related to technology. Consulting a dictionary or thesaurus, finding their meanings / synonyms / antonyms.

UNIT 13 TECHNOLOGY: FRIEND OR FOE?

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Cons</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say. Handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Agreeing and disagreeing with others. Discussing everyday practical issues in a simple way when addressed clearly, slowly and directly. Saying what he/she thinks about things. Finding out and passing on straightforward factual information.</p>	Choose the appropriate ones from the list	Identifying and describing objects (shape, size, weight, color, purpose or use, etc.) Making comparisons and expressing degrees of difference Expressing agreement and disagreement, and contradicting people Expressing preferences, opinions and making choices	Preparing a glossary for the terms they have learned.

UNIT 14 ECOLOGY

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Fauna</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Using an inadequate word from his/her repertoire and using gestures to clarify what he/she wants to say. Giving a simple description or presentation of people, living conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. Describing life cycles. Using simple descriptive language to make brief statements and compare objects and possessions. Understanding enough to manage simple, routine exchanges without undue effort.</p>	Choose the appropriate ones from the list	Identifying and describing animals (shape, size, weight, color, height, behaviour, etc.) Making comparisons and expressing degrees of difference. Imparting and seeking factual information. Expressing capability and incapability. Inquiring about capability or incapability. Warning others to take care or to refrain from doing something. Advising others to do something.	Preparing a poster to promote animal rights and to raise social awareness about animals.

UNIT 14 ECOLOGY

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Flora</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Using an inadequate word from his/her repertoire and using gestures to clarify what he/she wants to say. Giving a simple description or presentation of people, living conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. Describing life cycles. Using simple descriptive language to make brief statements and compare objects and possessions. Understanding enough to manage simple, routine exchanges without undue effort.</p>	Choose the appropriate ones from the list	Identifying and describing plants (shape, size, weight, color, height, use, etc.) Making comparisons and expressing degrees of difference. Imparting and seeking factual information. Warning others to take care or to refrain from doing something. Advising others to do something.	Drawing a plant and showing its parts.

UNIT 15 MODERN MEDICINE

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART A <i>Miracles</i></p>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Giving a simple description or presentation of people, living conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. Using simple descriptive language to make brief statements and compare objects and possessions. Initiating, maintaining and closing simple, face-to-face conversation. Asking very simply for repetition when he/she does not understand. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Discussing what to do next, making and responding to suggestions, asking for and giving directions.</p>	<p>Choose the appropriate ones from the list</p>	<p>Making comparisons and expressing degrees of difference. Imparting and seeking factual information. Warning others to take care or to refrain from doing something. Advising others to do something. Offering to do something Accepting an offer Declining an offer Expressing capability and incapability Inquiring about capability or incapability Giving and seeking permission to do something Expressing pleasure, liking Expressing displeasure, dislike Inquiring about pleasure, liking, displeasure, dislike Expressing surprise</p>	<p>Finding a photo of someone whom they would like to change. Showing the changes they would make.</p>

UNIT 15 MODERN MEDICINE

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Real Stories</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Identifying the main point of TV news items reporting events, accidents, etc.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Giving a simple description or presentation of people, living conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. Using simple descriptive language to make brief statements and compare objects and possessions. Asking very simply for repetition when he/she does not understand. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Discussing what to do next, making and responding to suggestions, asking for and giving directions.</p>	Choose the appropriate ones from the list	Making comparisons and expressing degrees of difference. Imparting and seeking factual information. Warning others to take care or to refrain from doing something. Advising others to do something. Offering to do something Accepting an offer Declining an offer Expressing capability and incapability Inquiring about capability or incapability Giving and seeking permission to do something Expressing pleasure, liking Expressing displeasure, dislike Inquiring about pleasure, liking, displeasure, dislike Expressing surprise	Preparing a campaign to promote organ donations and creating a slogan.

UNIT 16 INNER WORLD

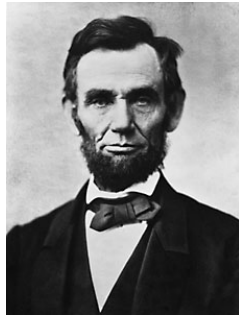
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Emotions and Thoughts</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Deriving the probable meaning of unknown words from the context.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Linking words or groups of words with very basic linear connectors like ‘and’ or ‘then’. Expanding learned phrases through simple recombination of their elements. Copying out short texts in printed or clearly handwritten format. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Communicating what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters. Managing very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. Expressing opinions and attitudes in a simple way. Saying he/she didn’t follow. Asking for clarification about key words or phrases not understood using stock phrases. Asking very simply for repetition when he/she does not understand. Indicating when he/she is following. Asking for attention. Initiating, maintaining and closing simple, face-to-face conversation. Using simple techniques to start, maintain, or end a short conversation.</p>	Choose the appropriate ones from the list	Speculating about feelings Checking on meaning and intention Helping others to express their ideas Talking about physical and emotional feelings. Expressing opinions and making choices Expressing sympathy	Doodling (or drawing) their feelings – one negative, one positive.

UNIT 16 INNER WORLD

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Dreams and Plans</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Deriving the probable meaning of unknown words from the context.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Linking words or groups of words with very basic linear connectors like 'and' or 'then'. Expanding learned phrases through simple recombination of their elements. Copying out short texts in printed or clearly handwritten format. Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience.</p> <p>Speaking Communicating what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters. Managing very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. Expressing opinions and attitudes in a simple way. Saying he/she didn't follow. Asking for clarification about key words or phrases not understood using stock phrases. Asking very simply for repetition when he/she does not understand. Indicating when he/she is following. Asking for attention. Initiating, maintaining and closing simple, face-to-face conversation. Using simple techniques to start, maintain, or end a short conversation.</p>	Choose the appropriate ones from the list	Speculating about feelings Checking on meaning and intention Helping others to express their ideas Talking about physical and emotional feelings. Expressing opinions and making choices Expressing sympathy	Filling in the emotional inventory and assessing themselves using the key.

UNIT 10 AMAZING HISTORY

PART A: Hard to Believe

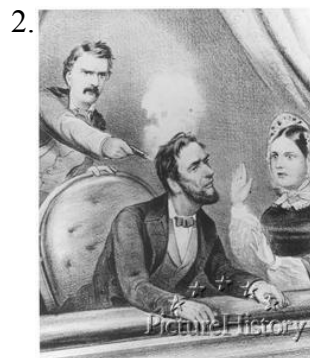


I) Before you listen to the tape:

- a. Do you know these people?
- b. Who are they? Where are they from?

II) Now listen to the tape and answer these questions:

- a) Who were these people?
- b) Which of these pictures belong to Lincoln's death?



III) Listen to the tape again and fill in the missing information in the chart below

	A. L.	J. F. K.
became a member of Congress	in 1846	
became the President		in 1960
killed		in Dallas

	J. W. Booth	L. H. Oswald
was born	in 1839	
ran away from		the warehouse
caught in		a theatre

III) Do you know these words? Match the words and definitions. Be careful; there is one extra word.

1. coincidence	a. kill an important person
2. President	b. a large building for storing things
3. assassinate	c. completely by chance
4. shoot	d. court case
5. warehouse	e. kill someone with a gun
6. trial	

IV) Now write three sentences about the story you have listened.

1. Lincoln and Kennedy
.....
2. Lincoln but Kennedy
.....
3. J. W. Booth and L. H. Oswald
.....

V) Work in groups. Do you know any stories that are hard to believe? Use the ideas below and talk about them.

1. Where it happened
2. When it happened
3. What happened
4. What and how you felt

VI) This story is about Troy but the verbs are missing. Write the correct form of the verbs in brackets.



TROY

Troy (Truva in Turkish) is a legendary city, scene of the Trojan War. Homer, an ancient Greek poet, (describe) the Trojan war in his work *Iliad*. He (compose) it in the 8th or 9th century. The war (take) place between Achaeans and Trojans, and (last) for ten years.

Paris (be) the son of king Priam of Troy. He (fall) in love with Helen. She (be) the wife of the Spartan king Menelaus. Paris (kidnap) Helen and (take) her to Troy to hide. Agamemnon (the king of the Achaeans and brother of Menelaus) (attack) Troy. On the tenth year of the war, Achilles (join) the army and (kill) Hector, the Trojan prince. After the death of Achilles, the Achaeans (build) a Wooden horse, (fill) it with warriors and (bring) it into the city as a gift to finish the war. At night, all warriors (get) out of the horse and (open) the gates of the city. The Achaeans (capture) the city and (kill) the Trojan king Priam and most of his family. Helen (go) back to her husband.



TASK:

Find an interesting / strange story. Summarize it.



Tape script:

It is hard to believe but there are a number of amazing coincidences between the lives of Abraham Lincoln and John F. Kennedy who both served as the President of the United States of America.

Abraham Lincoln became a member of Congress in 1846; John F. Kennedy in 1946 exactly a hundred years after Lincoln.

Abraham Lincoln became the President in 1860; John F. Kennedy in 1960 again exactly a hundred years after Lincoln.

Both were assassinated on a Friday; Lincoln at a theatre and Kennedy in Dallas. Both were shot in the head.

John Wilkes Booth who shot Lincoln was born in 1839; and Lee Harvey Oswald who shot Kennedy was born in 1939 again exactly a hundred years later. Booth ran from the theatre after shooting Lincoln and the police caught him in a warehouse. Oswald ran from the warehouse after shooting Kennedy and the police caught him in a theatre. Booth and Oswald were killed before their trials.

Are these all really coincidences? It is hard to believe, isn't it?

PART B: Strange but True

I) Look at the following pictures. Can you guess the time they belong to?



II) Read the following and answer the questions:

a) Which of the following is/are mentioned in the text:

- brides
- baths
- shopping
- schools
- kitchen

b) What is a good title for the passage?

- The Importance of Being Clean
- Fun facts in British History
- Eating Habits in History



In the 1500s, in Britain, most people got married in June because they took their yearly bath in May and still smelled pretty good by June. However, they were starting to smell so brides carried a bouquet of flowers to hide the body odor.

Baths consisted of a big tub filled with hot water. The man of the house would have his bath in the nice clean water, then all the other sons and men in the house. Then the women and finally the children-last of all the babies would wash themselves in the same water. By then the water was so dirty you could actually lose the baby in it.



III) Read the first part of the text again. Correct the mistakes in the following sentences.

- 1) In the 19th century, in Britain, most people got married in June.
- 2) They took their monthly bath in May.
- 3) They still smelled pretty good by July.
- 4) Brides carried a bouquet of flowers to hide the body fat.

IV) Read the second part of the text again. Give numbers to people to order them to take a bath

uncle, mother, son, baby, father, daughter, aunt, grandma

V) Look at the text again. Underline 3 words that you want to learn.

VI) Look up your dictionary to find the meanings of those words.

VII) Work in groups. Share what you have learned with your friends.



VIII) Now listen to the last part of the text. Fill in the missing information.

In those old days, they in the kitchen with a big kettle. It always hang over the fire. Every day they the fire and things to the pot. They mostly vegetables and get much meat. They eat the stew for dinner, leaving leftovers in the pot to get cold overnight and then start over the next day.

Sometimes they obtain pork. This make them feel quite special. They also divide the bread according to status. Workers the burnt bottom of the loaf, the family the middle, and guests the top, or "upper crust."



IX) Write the names of these objects (you can find them in the listening text). Be careful: the letters are all mixed.

1. t - t - e - l - e - k



2. r - v - e - t - l - e - f - o - s



3. t - p - o



4. w - s - e - t



5. r - p - k - o



6. r - c - t - s - u



TASK:

Write an interesting historical event that you know.



Tape script

In those old days, they cooked in the kitchen with a big kettle. It would always hang over the fire. Every day they lit the fire and added things to the pot. They ate mostly vegetables and did not get much meat. They would eat the stew for dinner, leaving leftovers in the pot to get cold overnight and then start over the next day.

Sometimes they could obtain pork. This would make them feel quite special. They would also divide the bread according to status. Workers got the burnt bottom of the loaf, the family got the middle, and guests got the top, or "upper crust."

SYLLABUS FOR THE 8TH GRADE: General Introduction

For the 8th grade, students have 4 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections: **Part A** and **Part B**. Part A is designed for those who take 4 hours of compulsory English. Part B is designed for those who take 4 hours of English (4 + 2). Part B does not present any new information but aims to reinforce and enrich the things that have been studied in Part A. Each part is to be covered in approximately two weeks. Teachers who have not finished Part A in the allocated time can skip Part B with the students who study English for 6 hours per week. The aim is not to finish units but to teach English.

Tasks (projects) that are assigned for each unit can be kept in a dossier by the students and teachers can give feedback to those in the elective course hours. Students can also share their projects with their peers in the class.

Assuming that students have mastered the general goals of the 7th grade, students who complete this grade are expected to show the following linguistic competence levels:

Students will

1. Have a repertoire of basic language which enables them to deal with everyday situations with predictable content though they will generally have to compromise the message and search for words.
2. Use some simple structures correctly, but still systematically makes basic mistakes—for example tends to mix up tenses and forget to mark agreement: nevertheless, it is usually clear what they are trying to say.
3. Have pronunciation that is generally clear enough to be understood despite a noticeable foreign accent but conversational partners will need to ask for repetition from time to time.
4. Write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary.
5. Copy short sentences on everyday subjects—e.g. directions how to get somewhere.
6. Socialize simply but effectively using the simplest common expressions and following basic routines.
7. Perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.
8. Make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.

In order to fulfil the above mentioned objectives, the following structures are suggested:

adjectives and adverbs (bad vs badly)

Past progressive (+ s. past) When / while

Past progressive (+ s. past) When / while, affirmatives, negatives, questions, Wh- questions

Present perfect “Ever/ never/ before”, when + s. past, affirmatives, negatives, questions, Wh- questions

Present perfect “Just/already/yet”, affirmatives, negatives, questions

Present perfect “for / since”, How long, affirmatives, negatives, questions

why, because, in order to

too and enough + adjectives and adverbs

adjectives and adverbs (with prefixes, suffixes) (boring-bored)

If clause type 1 (revision)

in case, so that

Modals

Imperatives

would rather, had better, prefer

Tenses studied before

As for contexts (situations and texts), the following can be used:

- * informal inter-personal dialogues and conversations between people
- * short recorded dialogs and passages
- * short, simple reading texts
- * visuals (pictures, drawings, plans, maps, grids, flags, cartoons, caricatures, photos, shadows, models, Charts, puppets, etc.)
- * OHP and transparencies
- * phrases and sentences
- * student conversations
- * teacher-talk
- * anecdotes
- * common everyday classroom language
- * Short descriptive paragraphs
- * games (TPR games, Spelling games, Categorization games, ball games, Miming games, board games, group games, dicto-games, etc.)
- * stories (story telling / story reading)
- * drama and dramatization
- * songs, chants and rhymes
- * poems, riddles, jokes, tongue twisters
- * handcraft and art activities
- * Word puzzles, word hunts, jumbled words, word bingo
- * Recorded sounds (animals, nature, etc.)
- * Drawing and colouring activities
- * Connect the dots and maze activities
- * Various reading texts (ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists, Timetables, Weather reports, TV Guides, Classroom rules, Menus, Food price lists, Personal letters, postcards, e-mails, SMS, chat messages, Speech bubbles, brochures and leaflets, flyers, road signs and traffic signs, newspaper headlines, extracts from magazines, etc)
- * Information gap activities, opinion gap activities
- * videotapes, -cassettes, -discs;

- * audiotapes, -cassettes, -discs;
- * registration forms (hotel/ immigration office/ custom's office, etc)
- * diaries, memos, labels, signs and notices, Questionnaires, etc.
- * scales, shapes, measurement units, containers, etc.
- * Birth certificates
- * Interviews
- * photo albums
- * short TV programs, video extracts
- * visualization activities, quotes or slogans (from NLP on setting outcomes), NLP stories, personality tests and their analyses
- * vocabulary list / glossary
- * mind mapping
- * brainstorming
- * indexes, content lists

SYLLABUS FOR THE 8TH GRADE

UNIT 1 FRIENDSHIP				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Friendship</i> <i>Rules</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Constructing phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. Interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Asking and answering questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>	Choose the appropriate ones from the list	Instructing or directing others to do something Advising others to do something Inquiring and expressing how certain/uncertain one is of something Expressing opinions and making choices Inquiring about and expressing expectations Describing personal qualities Asking for and giving information about habits and pastimes.	Making a list of the qualities of their ideal friend (when necessary they can use a dictionary).

UNIT 1 FRIENDSHIP

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>An Unforgettable Friend</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Understanding basic types of standard routine letters and postcards on familiar topics.</p> <p>Speaking Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Constructing phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. Interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Asking and answering questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>	Choose the appropriate ones from the list	Describing personal qualities Asking for and giving information. Narrating and reporting. Talking about past events and states in the past.	Writing a letter to their unforgettable friend.

UNIT 2 ROAD TO SUCCESS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Study Skills</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material such as travel guides, brochures, etc. Locating specific information in lists and isolating the information required Understanding concepts and their relationships and grouping them. Locating the topic sentence and supporting details and examples.</p> <p>Writing Making notes Taking notes Underlining, highlighting, circling key concepts Summarizing in the form of lists and charts Transferring information</p> <p>Speaking Delivering very short rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Coping with a limited number of straightforward follow up questions.</p>	Choose the appropriate ones from the list	Imparting and seeking factual information: identifying, asking, describing Following and giving simple instructions Describing simple processes Drawing simple conclusions	Making a list of the language activities in their coursebook that they like most.

UNIT 2 ROAD TO SUCCESS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Autonomous Learning</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material such as travel guides, brochures, etc. Locating specific information in lists and isolating the information required Understanding concepts and their relationships and grouping them. Locating the topic sentence and supporting details and examples.</p> <p>Writing Making notes Taking notes Underlining, highlighting, circling key concepts Summarizing in the form of lists and charts Transferring information</p> <p>Speaking Delivering very short rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Coping with a limited number of straightforward follow up questions.</p>	Choose the appropriate ones from the list	Imparting and seeking factual information: identifying, asking, describing Following and giving simple instructions Describing simple processes Drawing simple conclusions	Watching a movie, listening to a song, reading a text, etc. in English to learn new things on their own.

UNIT 3 IMPROVING ONE'S LOOKS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Body Care</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing short, simple notes and messages relating to matters in areas of immediate need.</p> <p>Speaking Describing everyday aspects of his/her environment Using simple descriptive language to make brief statements. Finding out and passing on straightforward factual information. Discussing practical issues in a simple way when addressed clearly, slowly and directly. Explaining what s/he likes or dislikes about something. Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say. Communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters Participating in short conversations in routine contexts on topics of interest. Asking and answering questions about habits and routines.</p>	Choose the appropriate ones from the list	Seeking and giving information Seeking and giving advice Suggesting a course of action, Responding to offers and suggestions Warning others to take care or to refrain from doing something, instructing or directing others to do something Drawing simple conclusions and making recommendations Describing people (personal appearance, qualities)	Creating their ideal man/woman by collage. Cutting pieces from famous people's pictures.

UNIT 3 IMPROVING ONE'S LOOKS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Manners</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material. Locating specific information in lists and isolating the information required. Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Writing Writing short, simple notes and messages relating to matters in areas of immediate need.</p> <p>Speaking Describing everyday aspects of his/her environment Using simple descriptive language to make brief statements. Finding out and passing on straightforward factual information. Discussing practical issues in a simple way when addressed clearly, slowly and directly. Explaining what s/he likes or dislikes about something. Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say. Communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters Participating in short conversations in routine contexts on topics of interest. Asking and answering questions about habits and routines.</p>	Choose the appropriate ones from the list	<p>Seeking and giving information Seeking and giving advice Suggesting a course of action, Responding to offers and suggestions Warning others to take care or to refrain from doing something, instructing or directing others to do something Drawing simple conclusions and making recommendations Describing people (personal appearance, qualities)</p>	Preparing an ad to promote a personal development course (drawing course, guitar course, ceramics course, etc.)

UNIT 4 DREAMS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Sweet Dreams</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and past activities Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Interacting with reasonable ease in structured situations and short conversations Understanding enough to manage simple, routine exchanges without undue effort. Dealing with practical everyday demands: finding out and passing on straightforward factual information. Asking and answering questions about past events and activities. Using simple techniques to start; maintaining, or ending a short conversation Initiating, maintaining and closing simple, face-to-face conversation Asking for attention Indicating when he/she is following. Asking very simply for repetition when he/she does not understand Asking for clarification about key words or phrases not understood using stock phrases Saying he/she didn’t follow</p>	Choose the appropriate ones from the list	Imparting and seeking factual information Expressing surprise Talking about past events and states in the past understanding and producing simple narratives Expressing (in)ability in the past	Playing soft music and visualizing themselves in their dream location. Then drawing the scene they have imagined.

UNIT 4 DREAMS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Nightmares</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and past activities Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Interacting with reasonable ease in structured situations and short conversations Understanding enough to manage simple, routine exchanges without undue effort. Dealing with practical everyday demands: finding out and passing on straightforward factual information. Asking and answering questions about past events and activities. Using simple techniques to start; maintaining, or ending a short conversation Initiating, maintaining and closing simple, face-to-face conversation Asking for attention Indicating when he/she is following. Asking very simply for repetition when he/she does not understand Asking for clarification about key words or phrases not understood using stock phrases Saying he/she didn’t follow</p>	Choose the appropriate ones from the list	Imparting and seeking factual information Expressing surprise Talking about past events and states in the past understanding and producing simple narratives Expressing (in)ability in the past Expressing fear and worry	Writing the things that scare them in their dreams on a piece of paper and throwing it away.

UNIT 5 ATATÜRK: THE FOUNDER OF TURKISH REPUBLIC

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART A <i>The Independence War</i></p>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Identifying the main point of reports of events where the visual supports the commentary. Forming an idea of the main content in a film.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and past activities Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Dealing with practical everyday demands: finding out and passing on straightforward factual information. Asking and answering questions about past events and activities. Giving a simple description or presentation of people and places Telling a story or describing something in a simple list of points Giving short basic descriptions of events and activities</p>	<p>Choose the appropriate ones from the list</p>	<p>Imparting and seeking factual information Talking about past events and states in the past understanding and producing simple narratives Expressing (in)ability in the past</p>	<p>Imagining that one of the characters from the Independence War has come to the present. Interviewing him/her.</p>

UNIT 5 ATATÜRK: THE FOUNDER OF TURKISH REPUBLIC

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B Reforms	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Identifying the main point of reports of events where the visual supports the commentary. Forming an idea of the main content in a film.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and past activities Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Dealing with practical everyday demands: finding out and passing on straightforward factual information. Asking and answering questions about past events and activities. Giving a simple description or presentation of people and places Telling a story or describing something in a simple list of points Giving short basic descriptions of events and activities</p>	Choose the appropriate ones from the list	Imparting and seeking factual information Talking about past events and states in the past understanding and producing simple narratives Expressing (in)ability in the past	Making a list of the Turkish reforms in their chronological order.

UNIT 6 DETECTIVE STORIES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART A <i>The Story of the Stolen Necklace</i></p>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Identifying the main point of reports of events where the visual supports the commentary.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and past activities Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Dealing with practical everyday demands: finding out and passing on straightforward factual information. Asking and answering questions about past events and activities. Giving a simple description or presentation of people and places Telling a story or describing something in a simple list of points Giving short basic descriptions of events and activities</p>	<p>Choose the appropriate ones from the list</p>	<p>Imparting and seeking factual information Talking about past events and states in the past understanding and producing simple narratives Expressing (in)ability in the past</p>	<p>Reading the given detective story and trying to solve the case.</p>

UNIT 6 DETECTIVE STORIES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Solving a Murder Case</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Identifying the main point of reports of events where the visual supports the commentary.</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples.</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and past activities Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Dealing with practical everyday demands: finding out and passing on straightforward factual information. Asking and answering questions about past events and activities. Giving a simple description or presentation of people and places Telling a story or describing something in a simple list of points Giving short basic descriptions of events and activities</p>	Choose the appropriate ones from the list	Imparting and seeking factual information Talking about past events and states in the past understanding and producing simple narratives Expressing (in)ability in the past	Finding a famous detective and reading one of his/her stories.

UNIT 7 PERSONAL EXPERIENCES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Places</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and personal experiences Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Dealing with practical everyday demands: finding out and passing on straightforward factual information. Asking and answering questions about personal experiences. Giving a simple description or presentation of people and places Handling very short social exchanges about personal experiences Making him/herself understood in an interview and communicating ideas and information on familiar topics</p>	Choose the appropriate ones from the list	Imparting and seeking factual information Talking about personal experiences	Preparing a questionnaire about personal experiences.

UNIT 7 PERSONAL EXPERIENCES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Activities</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and personal experiences Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Dealing with practical everyday demands: finding out and passing on straightforward factual information. Asking and answering questions about personal experiences. Giving a simple description or presentation of people and places Handling very short social exchanges about personal experiences Making him/herself understood in an interview and communicating ideas and information on familiar topics</p>	Choose the appropriate ones from the list	Imparting and seeking factual information Talking about personal experiences	Swapping questionnaires with their friend. Filling in the one they get.

UNIT 8 COOPERATION IN THE FAMILY

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Running Errands</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and personal experiences Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Dealing with practical everyday demands: finding out and passing on straightforward factual information. Checking whether someone has done something or not Handling very short social exchanges about personal experiences Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say. Giving thanks. Understanding enough to manage simple, routine exchanges without undue effort. Accepting or refusing a request.</p>	Choose the appropriate ones from the list	Requesting others to do something Instructing or directing others to do something Requesting assistance Refusing Apologizing Talking about recent activities and completed actions Expressing gratitude	Comparing the two pictures given and finding the differences by saying what the person has or hasn’t done.

UNIT 8 COOPERATION IN THE FAMILY

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Moving House</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing very short, basic descriptions of events and personal experiences Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Dealing with practical everyday demands: finding out and passing on straightforward factual information. Checking whether someone has done something or not Handling very short social exchanges about personal experiences Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say. Giving thanks. Understanding enough to manage simple, routine exchanges without undue effort. Accepting or refusing a request.</p>	Choose the appropriate ones from the list	Requesting others to do something Instructing or directing others to do something Requesting assistance Refusing Apologizing Talking about recent activities and completed actions Expressing gratitude	Examining the given checklist showing what the family has or hasn’t done while moving house. Writing sentences.

UNIT 9 SUCCESS STORIES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>A Living Scientist</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing a series of simple phrases and sentences about people, their educational background and accomplishments Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Giving a simple description or presentation of people Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say. Understanding enough to manage simple, routine exchanges without undue effort. Communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters Talking about people, their educational background and accomplishments</p>	Choose the appropriate ones from the list	Imparting and seeking factual information Describing education, qualifications and skills Talking about accomplishments	Finding the date of an important invention and writing a sentence expressing how long humans have had it.

UNIT 9 SUCCESS STORIES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>A Living Artist</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Locating the topic sentence and supporting details and examples. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Writing a series of simple phrases and sentences about people, their educational background and accomplishments Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p> <p>Speaking Giving a simple description or presentation of people Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say. Understanding enough to manage simple, routine exchanges without undue effort. Communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters Talking about people, their educational background and accomplishments</p>	Choose the appropriate ones from the list	Imparting and seeking factual information Describing education, qualifications and skills Talking about accomplishments	Writing a paragraph about the life of their favourite artist (singer, movie stars, etc.)

UNIT 10 READING FOR ENTERTAINMENT

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>A Modern Short Story</i>	<p>Listening Predicting the mood of a story by the help of the melody.</p> <p>Reading Understanding a short story. Using an idea of the overall meaning of a text and utterances to derive the probable meaning of unknown words from the context Understanding the relation between people and events. Making a story flowchart.</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Summarizing gist.</p> <p>Speaking Giving a simple description or presentation of people and events. Discussing events in a story or the plot in a simple way. Saying what he/she thinks about things in a story. Asking for clarification about key words or phrases not understood using stock phrases</p>	Choose the appropriate ones from the list	Understanding and producing simple narratives Expressing accomplishments Expressing recent activities and completed actions Expressing personal experiences	Choosing a character from the story they have read and drawing his/her picture.

UNIT 10 READING FOR ENTERTAINMENT

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>A Folk Story</i>	<p>Listening Checking whether the guesses /predictions are right or wrong</p> <p>Reading Understanding a folk story. Using an idea of the overall meaning of a text and utterances to derive the probable meaning of unknown words from the context Understanding the relation between people and events. Making a story flowchart.</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Summarizing gist.</p> <p>Speaking Giving a simple description or presentation of people and events. Discussing events in a story or the plot in a simple way. Saying what he/she thinks about things in a story. Asking for clarification about key words or phrases not understood using stock phrases</p>	Choose the appropriate ones from the list	Understanding and producing simple narratives Expressing accomplishments Expressing recent activities and completed actions Expressing personal experiences	Making a flowchart of the story they have read.

UNIT 11 PERSONAL GOALS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Knowing What You Want</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in stories Locating specific information in quotes or slogans and isolating the information required Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience. Summarizing gist. Making a list of personal goals. Writing a series of simple phrases and sentences linked with simple connectors like “because”.</p> <p>Speaking Giving a simple description or presentation of people and events. Discussing events in a story or the plot in a simple way. Saying what he/she thinks about things in a story. Asking for clarification about key words or phrases not understood using stock phrases Understanding enough to manage simple, routine exchanges without undue effort. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Performing and responding to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p>	Choose the appropriate ones from the list	Understanding simple stories and acknowledging others’ viewpoints Expressing personal goals and outcomes Expressing want, desire Inquiring about want, desire Asking and answering questions to check on meaning (purpose) and intention Expressing purpose, cause and result, and giving reasons	Setting 5 personal goals for the coming 5 years.

UNIT 11 PERSONAL GOALS

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Deciding On Priorities</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in stories Locating specific information in quotes or slogans and isolating the information required Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience. Summarizing gist. Making a list of personal goals. Writing a series of simple phrases and sentences linked with simple connectors like “because”.</p> <p>Speaking Giving a simple description or presentation of people and events. Discussing events in a story or the plot in a simple way. Saying what he/she thinks about things in a story. Asking for clarification about key words or phrases not understood using stock phrases Understanding enough to manage simple, routine exchanges without undue effort. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Performing and responding to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p>	Choose the appropriate ones from the list	Understanding simple stories and acknowledging others’ viewpoints Expressing personal goals and outcomes Expressing want, desire Inquiring about want, desire Asking and answering questions to check on meaning (purpose) and intention Expressing purpose, cause and result, and giving reasons Expressing priorities	Choosing one of the goals they have set for themselves. Writing down the smaller goals which may help them achieve their major goal.

UNIT 12 PERSONALITY TYPES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Identifying Strengths and Weaknesses</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in texts Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context Filling in tests and questionnaires</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Summarizing gist. Writing a series of simple phrases and sentences linked with simple connectors like "because".</p> <p>Speaking Giving a simple description or presentation of people and events. Asking for clarification about key words or phrases not understood using stock phrases Understanding enough to manage simple, routine exchanges without undue effort. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Performing and responding to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p>	Choose the appropriate ones from the list	Identifying and expressing personal strengths and weaknesses Describing people in terms of personal qualities	Thinking of a person who is important for them. Writing down 3-5 strengths of his/hers.

UNIT 12 PERSONALITY TYPES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Improving Your Weaknesses</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in texts Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context Filling in tests and questionnaires</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Summarizing gist. Writing a series of simple phrases and sentences linked with simple connectors like "because".</p> <p>Speaking Giving a simple description or presentation of people and events. Asking for clarification about key words or phrases not understood using stock phrases Understanding enough to manage simple, routine exchanges without undue effort. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Performing and responding to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p>	Choose the appropriate ones from the list	Identifying and expressing personal strengths and weaknesses Describing people in terms of personal qualities Drawing simple conclusions and making recommendations Giving advice	Writing down 3-5 weaknesses that they cannot tolerate in people.

UNIT 13 LANGUAGE LEARNING

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>A Good Language Learner</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in texts Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Summarizing gist. Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p>Speaking Describing something in a simple list of points. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Communicating what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message</p>	Choose the appropriate ones from the list	Expressing opinions and judgments	Preparing their campaign poster to nominate the ideal language learner in their class.

UNIT 13 LANGUAGE LEARNING

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>A Good Language Material</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in texts Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Summarizing gist. Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p>Speaking Describing something in a simple list of points. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Communicating what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message</p>	Choose the appropriate ones from the list	Expressing opinions and judgments	Choosing a unit from their course book. Telling what they like or do not like about it. Stating the reasons.

UNIT 14 PRECAUTIONARY MEASURES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART A <i>Sensible Precautions</i></p>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in texts Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience. Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p>Speaking Describing something in a simple list of points. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Making and responding to suggestions Exchanging limited information on familiar and routine operational matters</p>	<p>Choose the appropriate ones from the list</p>	<p>Warning others to take care or to refrain from doing something Advising others to do something Suggesting a course of action</p>	<p>Problem solving (their ship is sinking and they can take only 5 things with them to a nearby island. They are asked to write the things they want to take with them and stating their reasons.</p>

UNIT 14 PRECAUTIONARY MEASURES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<p>PART B <i>Precautions against Violence</i></p>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in texts Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Summarizing gist. Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p>Speaking Describing something in a simple list of points. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Communicating what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message</p>	<p>Choose the appropriate ones from the list</p>	<p>Warning others to take care or to refrain from doing something Advising others to do something Suggesting a course of action</p>	<p>Preparing a poster to raise awareness of dangers in society.</p>

UNIT 15 PREFERENCES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Holiday Activities</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in texts Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p>Speaking Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Dealing with common aspects of everyday living such as travel, lodgings, eating and shopping. Asking for and providing everyday goods and services Discussing what to do next, making and responding to suggestions, asking for and giving directions. Discussing what to do in the evening, at the weekend, etc.</p>	Choose the appropriate ones from the list	Inquiring about and expressing agreement and disagreement Offering to do something Accepting or declining an offer or invitation Inquiring about and expressing preference Inquiring about and expressing want, desire	Examining the given timetable showing the activities by an animation team. Stating their preferences for one day.

UNIT 15 PREFERENCES

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Eating Out</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in texts Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p>Speaking Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Dealing with common aspects of everyday living such as travel, lodgings, eating and shopping. Asking for and providing everyday goods and services Discussing what to do next, making and responding to suggestions, asking for and giving directions. Discussing what to do in the evening, at the weekend, etc. Ordering a meal.</p>	Choose the appropriate ones from the list	<p>Inquiring about and expressing agreement and disagreement Offering to do something Accepting or declining an offer or invitation Inquiring about and expressing preference Inquiring about and expressing want, desire Placing an order</p>	Drawing the picture of their favourite food and drink for a meal.

UNIT 16 EMPATHY

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART A <i>Understanding Others</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in stories Locating specific information in quotes or slogans and isolating the information required Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. Summarizing gist. Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p>Speaking Giving a simple description or presentation of people and events. Discussing events in a story or the plot in a simple way. Saying what he/she thinks about things in a story. Asking for clarification about key words or phrases not understood using stock phrases Understanding enough to manage simple, routine exchanges without undue effort. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Performing and responding to basic language functions, such as information exchange and requests and expressing opinions and attitudes in a simple way.</p>	Choose the appropriate ones from the list	Inquiring about and expressing agreement and disagreement Inquiring about and expressing approval and disapproval Understanding simple stories and acknowledging others' viewpoints Expressing personal opinions Expressing sympathy	For one day (or morning / evening, etc.) changing roles with their parents or siblings.

UNIT 16 EMPATHY

TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
PART B <i>Different Perspectives</i>	<p>Listening Catching the main point in short, clear and simple messages. Finding specific information in simple recorded texts. Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Reading Understanding short, simple texts on familiar matters. Finding specific, predictable information in stories Locating specific information in quotes or slogans and isolating the information required Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p>Writing Picking out and reproducing key words and phrases or short sentences from a short text within the learner’s limited competence and experience. Summarizing gist. Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points.</p> <p>Speaking Giving a simple description or presentation of people and events. Discussing events in a story or the plot in a simple way. Saying what he/she thinks about things in a story. Asking for clarification about key words or phrases not understood using stock phrases Understanding enough to manage simple, routine exchanges without undue effort. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Performing and responding to basic language functions, such as information exchange and requests and expressing opinions and attitudes in a simple way.</p>	Choose the appropriate ones from the list	Inquiring about and expressing agreement and disagreement Inquiring about and expressing approval and disapproval Understanding simple stories and acknowledging others’ viewpoints Expressing personal opinions Expressing sympathy	Reading the story “The Little Red Riding Hood” re-told from the wolf’s mouth and stating their opinion.

UNIT 4 DREAMS

PART A: *Sweet Dreams*

I) Do you know these words? Match the words and pictures.

DEER LAKE STONES AND PEBBLES TENT WATERFALL



II) Read the following text. Answer the following questions.

- 1) What is the girl talking about?
- 2) How does she feel about it?

A couple of weeks ago I had a dream. In the dream I was out in the woods in a big tent. I saw a deer outside digging at the side of the tent. I wasn't scared at all but a bit surprised. Then he opened the tent door and came in. I somehow felt that he wanted to take me to a place. I got up and followed him in the woods. He took me to the most beautiful place in the world. There was a waterfall and a small lake. In the lake there were golden rocks and pebbles. I hugged the deer to thank him. He hugged me back. I don't remember the

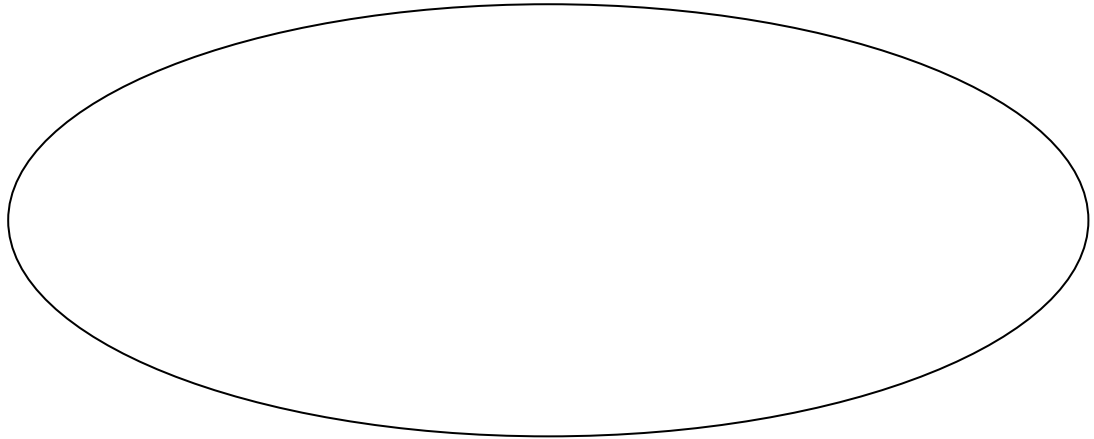
III) Read the text again. Choose the correct answer.

1. The girl was in a small a) town b) forest c) waterfall.
2. A a) bear b) snake c) deer came to her tent.
3. She followed him to a a) waterfall b) river c) pond.
4. The rocks and pebbles were a) big b) golden c) beautiful.
5. She felt a) sad b) angry c) happy.



IV) Your teacher will play soft music and read you a text. Sit comfortably and close your eyes. Try to visualize what your teacher tells you.

V) Now try to draw what you have imagined in your mind.



VI) Work in groups. Compare your drawings. Talk about them. Choose the one your group likes the best.

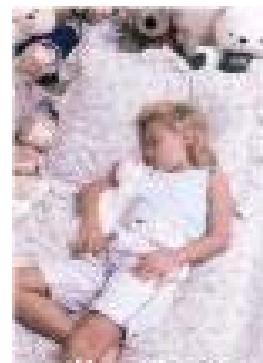
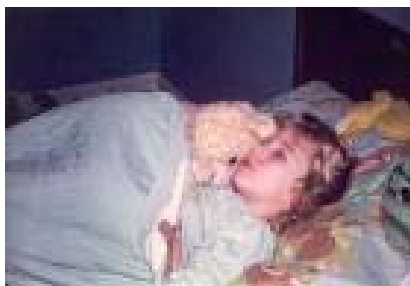
VII) Work in groups. Tell a nice dream that you had. Choose the best dream in your group.



VIII) Write a few sentences about the dream your group liked the best.

.....

.....



TASK

Play soft music and visualize yourself in your dream location. Then draw the scene you have imagined.



Tapescript:

(Play soft music and read this text with a soft voice pausing every now and then to give the students the time they need to enjoy their image.)

Make sure you are sitting in an upright position with both feet on the floor, hands resting comfortably on your thighs. Take a deep breath and relax.

Close your eyes for a moment and imagine that you are walking in the woods. You are very safe and will not be disturbed. Make a clear picture in your mind's eye.

Look around as you walk. What can you see? Notice the colors. Look out to the sky. Is it clear? Is it bright blue? Are there any clouds?

Hear the sound of your footsteps walking in the path. Hear the sound of the birds around you. Feel the nice breeze against your skin. Breathe it in. How does it smell? Feel the movement of your body as you walk. Feel the pebbles under your feet.

You are now by a waterfall. Look at the white bubbles that the water makes. Hear the sound of the water. Go right up to the water's edge and put your hand into the water. How does that feel? Is it cold? Drink some water. How does it taste?

Do whatever you feel like doing. You will have a half a minute of real time which is all you need. And be glad to have this chance to be alone in such a beautiful place ...

And now prepare to leave, knowing you can revisit this place any time you choose. When you're ready, take a deep breath, and, with a sense of gladness, come back to the classroom.

PART B: *Nightmares*

I) Discuss the following with your friends.

1. Do you always have nice dreams?
2. Do you sometimes have bad dreams?
3. What is a bad dream for you?
4. What do you do when you have a bad dream?



II) Listen to the text.

- 1) What is it about?
- 2) Which picture describes it the best?



b.



c.



III) Listen to the text again. Correct the mistakes.

I'm 15, but in my Nightmare I was 5. I was in a restaurant somewhere in the mountains. I was **there** to have dinner with my friend. As I sat down, I felt very happy, so I decided to wait for my friend outside. I sat at the table. When we got outside, I looked up at the sky; **it** was bright and gloomy. That day was supposed to be beautiful, so it was frightening to me. Then I walked around to look at the door of the restaurant. I couldn't see anything. Suddenly unusual glowing colors appeared in the restaurant. I was scared because I couldn't see what **they** were. I then looked down a hill-like road. As I gazed down the hill, I noticed a fire start. **It** spread so fast that when I turned to scream, everyone around me was running! I reached out for my friend and saw that **she** was on fire! I stopped crying when I realized that it was the end of the world. I shouted for help but no one could save me. I woke up in tears and a cold sweat.

IV) Examine the text. What do these words refer to?

1. there (line 2)
2. it (line 3)
3. they (line 6)
4. it (line 7)
5. she (line 9)

V) Work in groups. Make a list of the things that people might see in their nightmares.

VI) Share your list with other groups. What are 3 common things in all the lists?

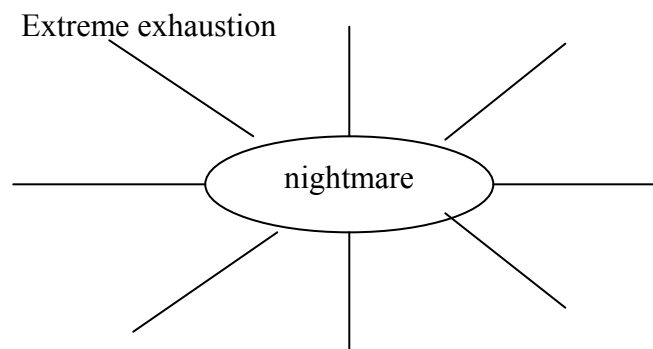


VII) Discuss why people have nightmares.

VIII) Now read the following text and check your answers.

Many people suffer from an occasional nightmare. They usually wake up from sleep suddenly with fear or terror often with a scream. They feel confused and it is very difficult to calm them down. Some common causes of nightmares can be listed as extreme exhaustion, fever or illness, stress or anxiety, bad sleep schedule, some medications, and alcohol or drugs. We can control nightmares to a certain extent. We should try to reduce stress by getting lots of fresh air and physical exercise and following a healthy diet. We should keep to a regular sleep schedule. If these do not help, we should get some professional help from a psychologist.

IX) Read the text again and fill in the causes of nightmares.



TASK

Write the things that scare you in your dreams on a piece of paper and throw it away.

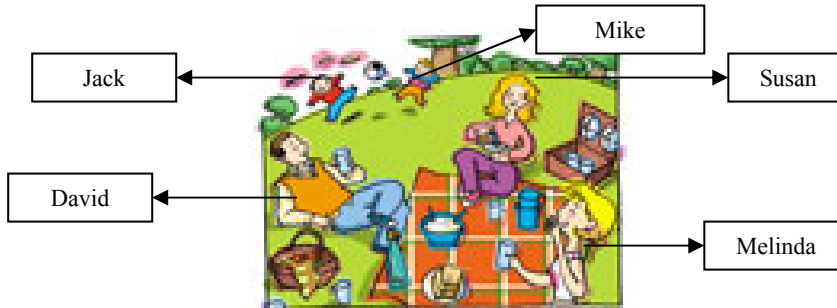
Tapescript:

I'm 15, but in my nightmare I was 10. I was in a restaurant somewhere in the mountains. I was there to have lunch with my friend. As I sat down, I felt very uneasy, so I decided to wait for my friend outside. I left the table. When we got outside, I looked up at the sky; it was dark and gloomy. That day was supposed to be beautiful, so it was frightening to me. Then I turned around to look at the door of the restaurant. I couldn't see anything. Suddenly unusual glowing colors appeared in the sky. I was scared because I couldn't understand what they were. I then looked down a hill-like road. As I gazed down the hill, I saw a fire start. It spread so fast that when I turned to scream, everyone around me was burning! I reached out for my friend and noticed that she was on fire! I started crying when I realized that it was the end of the world. I shouted for help but no one could help me. I woke up in tears and a cold sweat.

APPENDICES

SAMPLE TEST FOR THE 4TH GRADE (can be given after covering the 4th, 5th and 6th units)

Part 1: This is Melinda's family. Read Melinda's answers. Ask 5 questions about her family.



You: ?
Melinda: My name's Melinda.

You: ?
Melinda: His name's David.

You: ?
Melinda: Her name's Susan.


You: ?
Melinda: Yes, I've got 2 brothers; Jack and Mike.


You: ?
Melinda: No, I haven't got any sisters.


Part 2: This is Melinda's house. Name the objects. Write where they are.





EXAMPLE: The SOFA..... is ...IN THE LIVING ROOM...

1. The  is

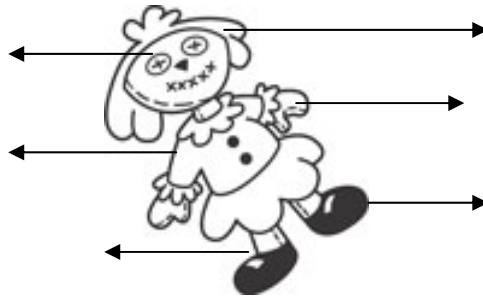
2. The  is

3. The  is

4. The  is

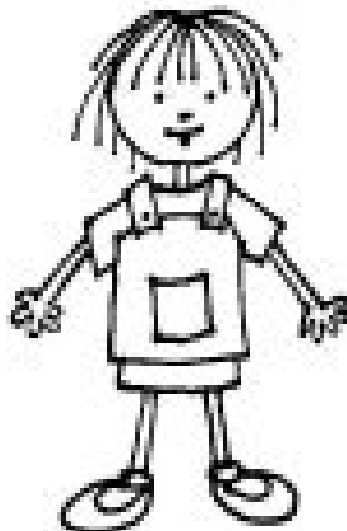
5. The  is

Part 3: This is Melinda's favourite toy. Write the names of the body parts.



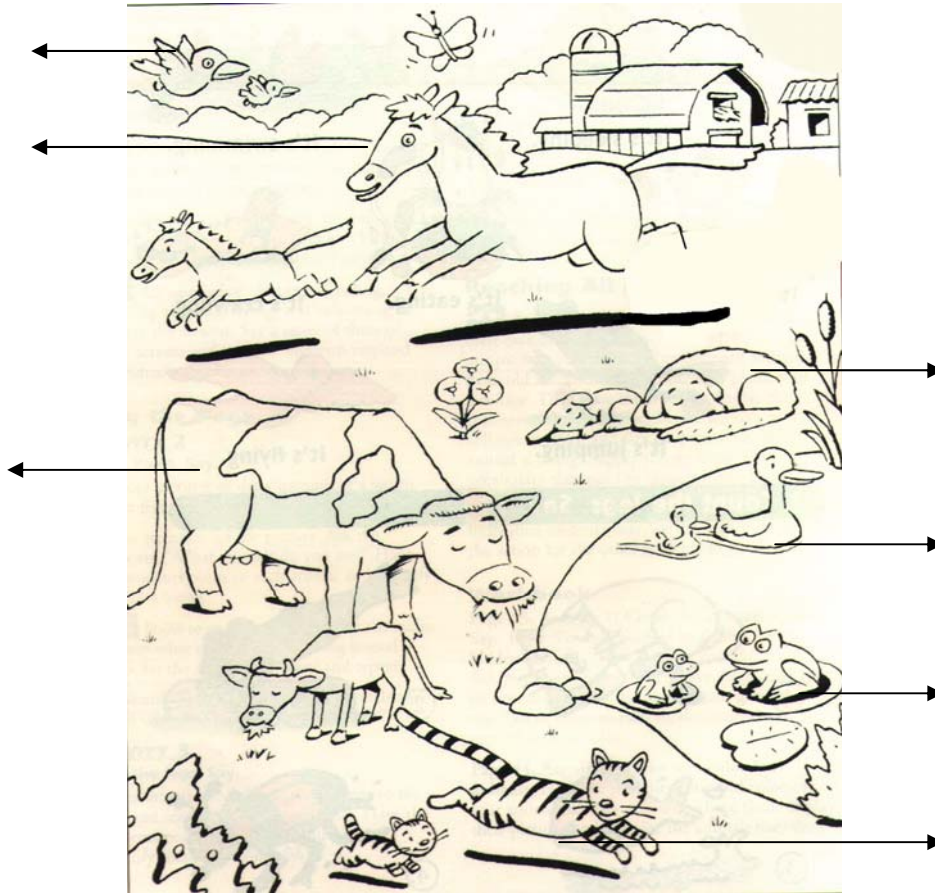
Part 4: Read the following paragraph. Color the picture.

“I'm Melinda. I love drawing. This is one of my pictures. Can you color it for me? She has brown hair. Her T-shirt is blue and her dress is red. Her shoes are green. Thank you very much”.



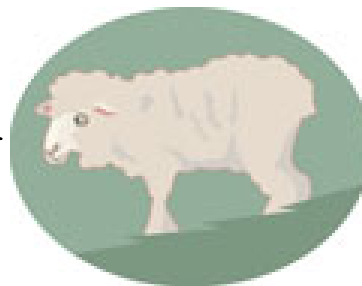
SAMPLE TEST FOR THE 5TH GRADE
 (can be given after covering the 7th, 8th and 9th units)

Part 1: Write the names of the animals. There are 7 of them.



Part 2: What does the sheep say? Fill in the blanks.

I a sheep. I
 four legs. I
 give milk and
 wool. I grass but I
 like meat.



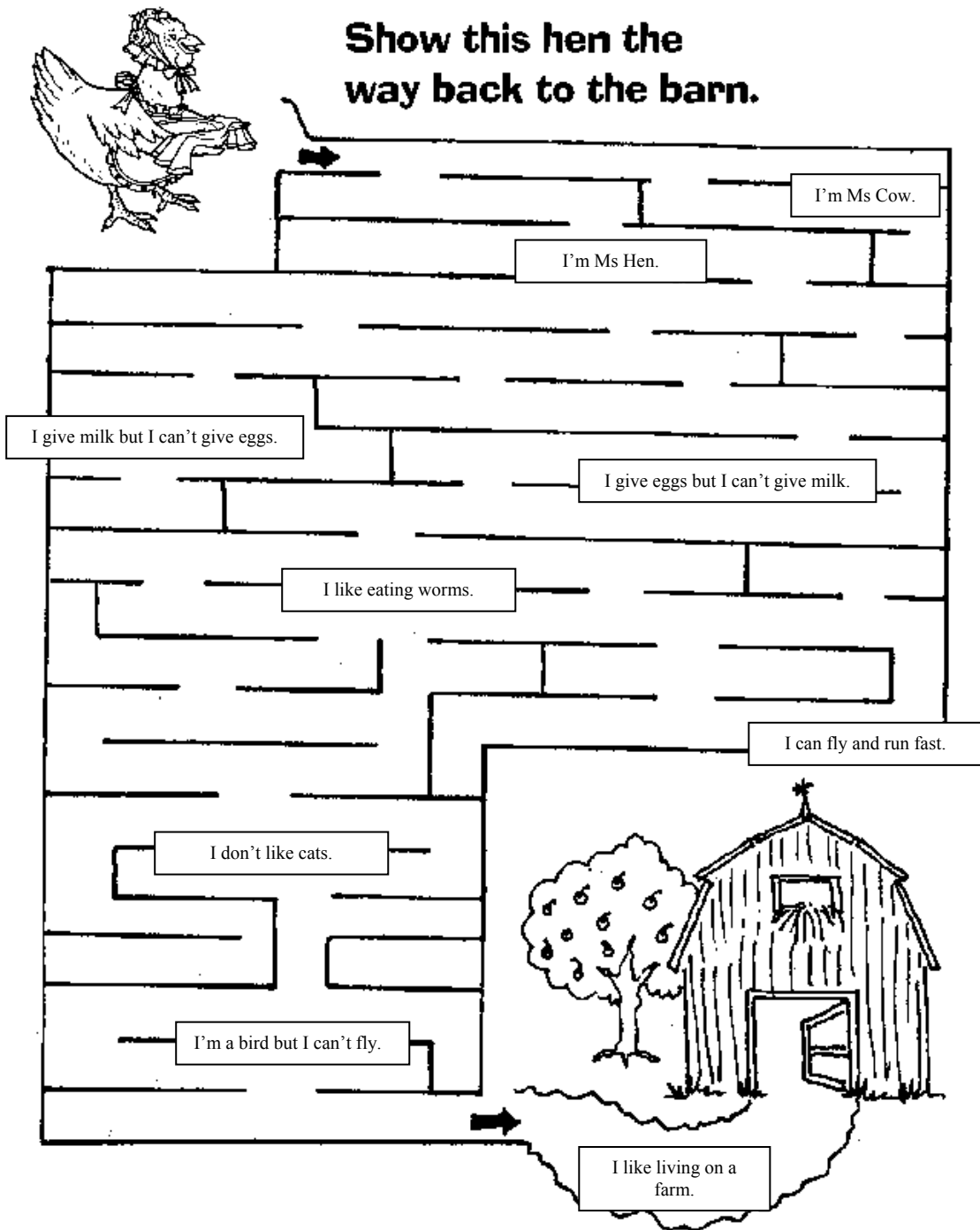
Part 3: Find the hidden animal names. Cross them out. There is a hidden sentence. What is it?

SHEEPICATLICOWVEHENONHORSEAFADOGRM

Sentence:

Part 4: Show this hen the way to the farm. Collect the sentences on its way. Write them down.

Show this hen the way back to the barn.



I'm Ms Cow.

I'm Ms Hen.

I give milk but I can't give eggs.

I give eggs but I can't give milk.

I like eating worms.

I can fly and run fast.

I don't like cats.

I'm a bird but I can't fly.

I like living on a farm.

Paragraph:

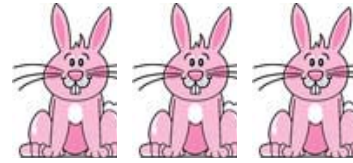
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SAMPLE TEST FOR THE 6TH GRADE
(can be given after covering the 14th, 15th and 16th units)

Part 1: Read the story and solve the following:



There are three little rabbits. They want to build a house.

1. Rabbit 1 wants to build a house of straw. He needs 9 bundles. A bundle of straw is \$ 4. How much does he need?

A bundle of straw =



2. Rabbit 2 wants to build a house of sticks. He needs 12 bundles. A bundle of sticks weighs 5 kilograms. How much will they weigh?

A bundle of sticks =



3) Rabbit 3 wants to build a house of bricks. He needs 120 bricks for one side. There are 4 sides. How many bricks does he need?

Bricks =



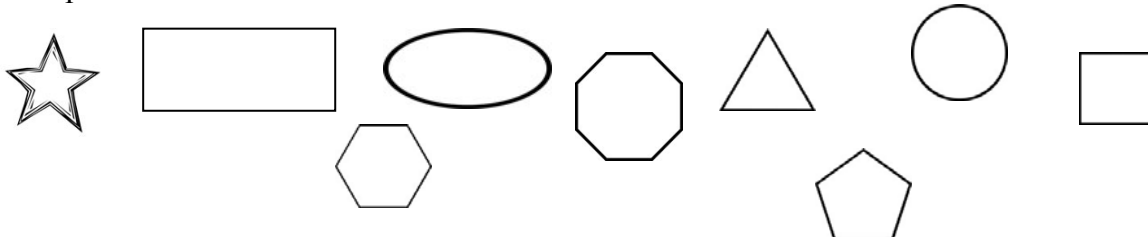
4) Rabbit 1 works on his house 5 hours every day. He works for 7 days. How many hours does he work?

5) Rabbit 2 works on his house 6 hours every day. He works for 9 days. How many hours does he work?

6) Rabbit 3 finishes his house in 88 hours. He works 11 hours every day. How many days does he work?

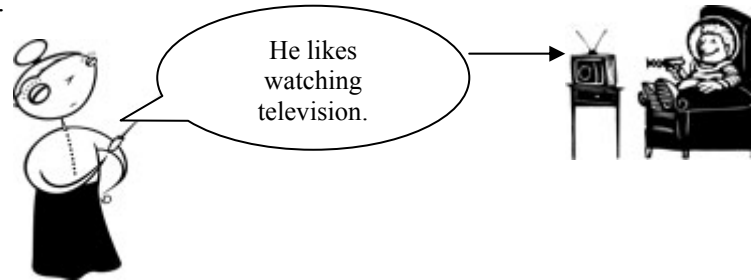


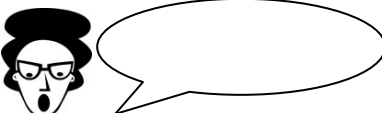

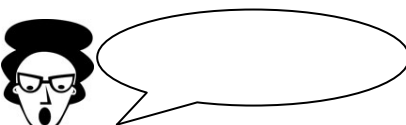

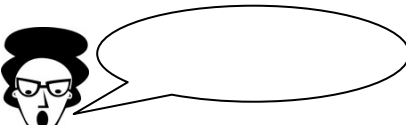

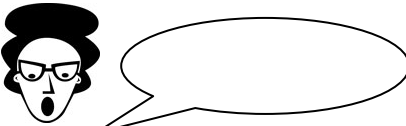



Part 2: Find the names of the shapes in the puzzle. Circle them. Write the names of the shapes. There are 9 of them.



Q	W	S	Q	U	A	R	E	U	L
C	I	R	C	L	E	X	F	G	P
T	H	N	M	A	I	S	T	A	R
H	E	X	A	G	O	N	Q	X	W
J	B	X	E	L	L	I	P	S	E
R	E	C	T	A	N	G	L	E	W
R	T	Y	O	C	T	A	G	O	N
U	T	R	I	A	N	G	L	E	O
S	D	G	H	J	L	Z	C	V	B
N	P	E	N	T	A	G	O	N	Q

Part 3: What is the teacher saying about these people? Write in the speech bubbles. There is an example for you.



1.  
2.  
3.  
4.  
5.  

SAMPLE TEST FOR THE 7TH GRADE
(can be given after covering the 8th, 9th and 10th units)

Part 1: The following sentences are all mixed. Put the following story into its correct order. The first one is given for you.



The Cauldron Died

	"Oh," responded the Hodja. "Your cauldron gave birth to a little one. You can keep them both."
	And the neighbor never again saw his cauldron.
	"What are you saying?" shouted the neighbor. A cauldron does not live, and it cannot die. Return it to me at once!"
1	Nasreddin Hodja needed a large cooking container, so he borrowed his neighbor's copper cauldron. He returned it with a small pot inside.
	Some time later the Hodja asked to borrow the cauldron again.
	"One moment!" answered the Hodja. "If a cauldron can give birth to a child, then it also can die."
	The neighbor did not argue. He took the nice little pot, because it didn't cost him anything.
	"My dear friend," replied the Hodja. "I have bad news. Your cauldron died."
	"Why not?" thought the neighbor. "Perhaps there will be another little pot inside when he returns it."
	But this time the Hodja did not return the cauldron. After many days, the neighbor went to the Hodja and asked for the borrowed cauldron.
	"What is this?" asked his neighbor. "There is a small pot inside my cauldron."

Part 2: Detective Thackery is investigating a crime. He is asking questions. What is he asking? Fill in the blanks.



Detective: last night at 10 p.m.?

Suspect: I was at home.

Detective:

Suspect: I was watching TV.

Detective: Were you alone?

Suspect: I was with some friends. I can give their names if you want.

Detective:?

Suspect: They left at midnight.

Detective:?

Suspect: After that, I went to bed.

Detective:?

Suspect: Yes, I went to sleep immediately.

Detective:?

Suspect: No, I didn't go to Mr. Harrod's house. I don't even know him.

Part 3: How much do you know about the inventors and explorers? Make sentences as in the example.

PEOPLE
King Camp Gillette
Wilbur & Orville Wright
Christopher Columbus
Roald Amundsen
Levi Strauss
Marco Polo
Alexander Graham Bell
Marie Curie
Wilhelm Conrad Röntgen

INVENTIONS AND DISCOVERIES
safety razor
jeans
telephone
X-ray imaging
engine-powered airplane
both the North and South Poles
China
Central America
radium

VERBS
invent
discover
explore

EXAMPLE: King Camp Gillette INVENTED the safety razor.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



SAMPLE TEST FOR THE 8TH GRADE
(can be given after covering the 4th, 5th and 6th units)

Part 1: The following paragraph is about Atatürk. There are some missing parts in the text. Choose the correct phrases from the box and fill in the missing parts:



- a. equal rights to women,
- b. from the War Academy in İstanbul.
- c. At the end of August 1922,
- d. in Salonica.
- e. On November 10, 1938,
- f. gave him the name "*Atatürk*" (Father of the Turks).
- g. created a new political and legal system,
- h. went to Samsun
- i. signed the Lausanne Treaty
- j. went to a traditional religious school,
- k. created a new political and legal system,
- l. He entered
- m. advanced

Mustafa Kemal was born in 1881 He first but then he switched to a modern school. a military high school, and in 1905, he graduated On May 19, 1919, and started the War of Independence. the Turkish armies won their ultimate victory. In July 1923, the national government with Great Britain, France, Greece, Italy, and others. On October 29, the parliament elected Mustafa Kemal Pasha the President of the Republic.

He abolished the Caliphate and made both government and education secular. He gave changed the alphabet and the attire, and the arts and the sciences, agriculture and industry. In 1934, when the surname law was adopted, the national parliament. the national liberator and the Father of modern Turkey died.



Part 2: Turkish Nation won the War of Independence with great difficulties.

What are the things that we could or couldn't do? Write T for TRUE sentences and F for FALSE sentences.

- 1. The Istanbul government couldn't carry out its responsibilities.
- 2. Mustafa Kemal could easily form a big Turkish army.
- 3. Trukish army couldn't find much to eat.
- 4. Turkish army couldn't find many weapons.

..... 5. Turks could easily get help from other countries.

Part 3: Write a story about the pictures below. Include information about the following:

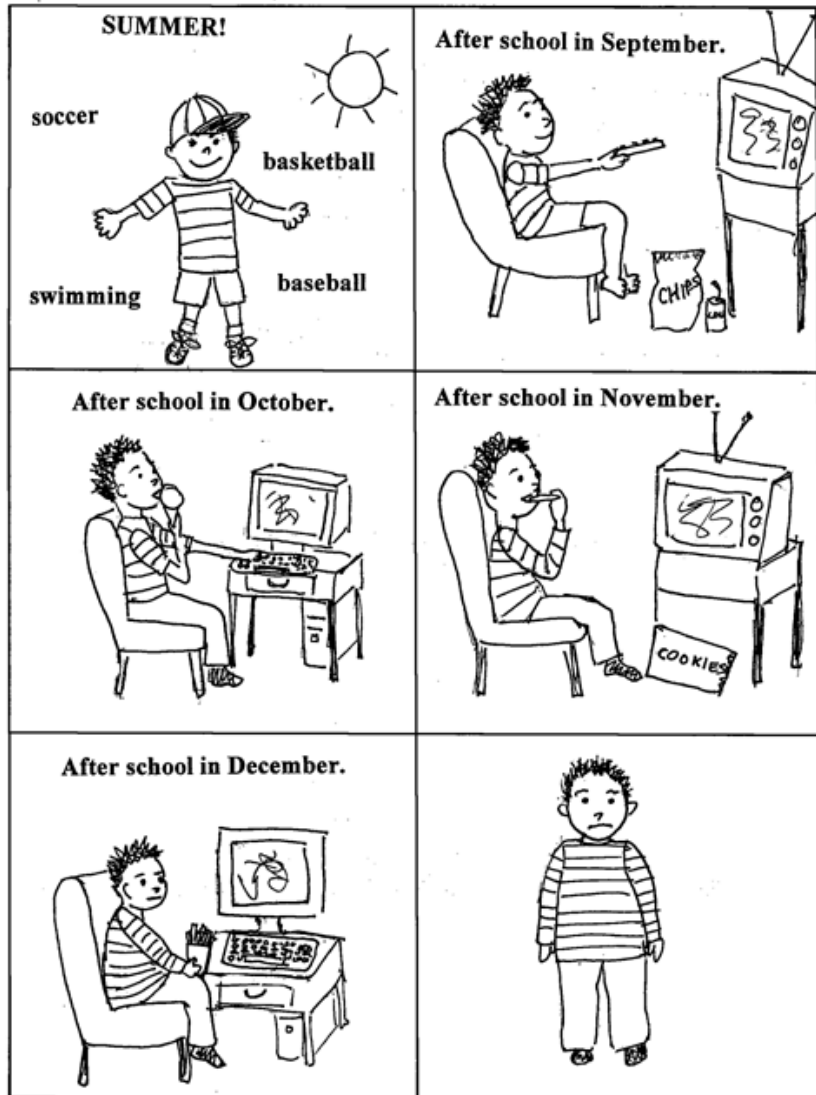
Who is this boy?

What did he do in the summer?

What did he do in the winter?

What happened at the end?

Snack Attack



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