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GİRİŞ

Globalleşme sonucunda İngilizce'nin uluslararası ticaret, iletişim ve akademik dil haline gelmesi ve 21. yüzyılın değişen öğrenci profili, İngilizce öğretim programlarının yenilenmesini gerektirmektedir. Yeniden yapılandırılmış İngilizce öğretim programı, İngilizce dinleme, konuşma, okuma ve yazma becerilerinde yetkin olmanın yanı sıra, küresel farkındalık, farklı görüş ve kişilere karşı anlayış sergileme, iletişim teknolojisi ve okuryazarlığı becerilerini de geliştirmelidir.

Okul öncesi ve 1-12. sınıflar İngilizce Dersi Öğretim Programında, Avrupa Dilleri Öğretimi Ortak Çerçeve Programında belirtilen dile ilişkin yeterlilik düzeyleri - temel (A1-A2), bağımsız (B1-B2), ve yetkin (C1-C2) kullanıcı - referans alınmış; her seviye sonunda ulaşılması hedeflenen yeterlilik düzeyi belirlenirken, öğrencilerin yaşları ve kavrama düzeylerine göre geliştirilecek beceriler göz önünde bulundurulmuştur.

Öğretim programı, öğrenenlerin öğrenme yeteneklerinin ve potansiyellerinin farkına varabilmesini sağlamak amacıyla, öğrenci merkezli ve süreç odaklı yaklaşımlara dayalıdır. Beyin Temelli Öğrenme ve Çoklu Zekâ kuramının temel ilkeleri ışığında hazırlanmıştır. Farklı öğrenme stilleri dikkate alınarak ve anaokulundan 12. sınıfa kadar bireysel bilgisayar tabanlı programlar kullanılarak, dil bilgisi yapıları ve sözcük bilgilerinin yanı sıra eleştirel düşünme becerileri ile bütünleştirilen dinleme, konuşma, okuma ve yazma becerileri, öğrencileri, iletişimin en önemli araç olduğu günümüz dünyasına hazırlamak için sistematik biçimde geliştirilecektir. Dil bilgisi kuralları öğrenciye doğrudan verilmeden, öğrenciler verilen örneklerden yola çıkarak kuralları kendileri bulacaktır. Böylece, dil yapıları ile ilgili keşfetme, sorgulama ve anlama aşamalarından oluşan süreç sonunda, öğrenci dil bilgisi kurallarını keşfedecek ve içselleştirebilecektir. Ayrıca, öğretim programı öğrenimi kolaylaştırmak için İngilizce kullanımıyla disiplinleri bir araya getiren ve öğrenenlerin deneyim ve bilgilerini sorgulamasını ve bağlantı kurmasını sağlayan disiplinler arası bir yaklaşıma dayalıdır. İngilizce, ders konusu olarak değil, bir etkileşim ve bilgi aracı olarak görülmektedir.





INTRODUCTION

As a result of globalization, English has become the language the academy, international trade and communication. Consequently, English teaching programs are being renewed in accordance with the changing demands of an increasingly networked world. This rapidly changing world places an obligation on employees from many professions to keep abreast of the latest innovations in their profession, to develop strong communication skills, to work effectively within teams, to be open to changes, to become problem-solvers, to think critically and to be creative. Modern language teaching programmes need to be structured in such a way as to consciously hone these skills in our students.

Another reason generating the need for a new English language curriculum stems from the changing profile of students in the 21st century. When today's students graduate from High School, they take on the responsibilities of citizenship in a complex world that places more demand than ever on individuals. The emergence of new digital technologies in the late 20th and early 21st centuries provides access to an unprecedented amount of information. It is because of this that students from today's generation are described as "digital natives" who can navigate the ever-evolving world of information and communication technologies with fluency and ease. Apart from having access to more information than any previous generation, these students are also experienced in a range of everyday digital language and literacy practices which are not included as part of the mainstream literact curriculum. These include skills such as searching the Internet, reading and creating blogs, socializing in chat rooms, and exchanging information throughout the Internet.

Digital media makes it easier to interact and collaborate with others both locally and around the globe. As such, it is increasingly important for students to be able to communicate with peers, communicate effectively with multiple audiences, demonstrate global awareness, and interpersonal understanding. Today's students need technical skills then to successfully navigate information. They also need to acquire communication technology and literacy skills to be effective communicators across all types of media. It is especially important to foster students' listening, speaking, reading and writing skills so that they are able to communicate effectively in the global language of technical communication. The K12 English Curriculum has been prepared according to the most recent developments in the educational field in order to develop students as modern individuals well-equipped with these skills.

I. THE VISION OF THE CURRICULUM

The K12 English Curriculum aims to develop students as individuals who, by using English as a means of communication;

- ▶ speak, listen, read and write effectively
- ▶ are proficient users of English
- ▶ are aware of their responsibility to themselves and to their environment
- ▶ recognize the value of sports, music, and fine arts



- ▶ can improve their talents
- ▶ adopt the notion of life-long learning
- ▶ adopt universal values while they develop as individuals
- ▶ can use technology effectively
- ▶ can analyze the relation between various subject areas using critical thinking skills, and
- ▶ can solve problems.

II. GENERAL AIMS

The K12 English Curriculum acknowledges the importance of providing alternatives for students' learning and self-evaluation to achieve optimum success for each student. It encourages practices that teachers should adopt to make learning meaningful and appropriate to the needs of each student. The purpose of the K12 English Curriculum is to create opportunities for students to:

- ▶ Communicate effectively using the four skills; listening, speaking, reading and writing
- ▶ Become actively involved in their own learning
- ▶ Communicate information in a meaningful way
- ▶ Express themselves effectively in various genres/registers according to different audiences and purposes
- ▶ Listen actively
- ▶ Anticipate the connection between literature and life
- ▶ Develop analytical and critical thinking skills
- ▶ Develop effective research skills
- ▶ Work cooperatively
- ▶ Develop effective study habits and strategies
- ▶ Become information-literate and thus life-long learners
- ▶ Demonstrate student autonomy by reflecting on their own learning
- ▶ Build awareness of different learning styles and gradually tailor their own learning style
- ▶ Build an appreciation of literature and enjoy literary works
- ▶ Appreciate and understand other cultures as well as their own
- ▶ Value different English language dialects



III. THE PRINCIPLES OF THE K12 ENGLISH CURRICULUM

The K12 English Curriculum is based on the language levels according to the Common European Framework of Reference – basic user (A1-A2), independent user (B1-B2) and proficient user (C1-C2). The language levels have been determined in the Common European Framework of Reference as in the table below:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



In determining the language levels aimed at the end of each grade in K12 English Curriculum, the students' age and cognitive processes have been taken into consideration. Proficiency in all four skills is essential for competence in using the English language. Growth in one skill reinforces and promotes growth in the others. To promote skills development, individualised computer-based programs, catering to different learning styles, are applied from kindergarten until 12th grade. All skills (listening, speaking, reading and writing), together with critical thinking skills will be developed systematically over the years to prepare students to function in a world where the ability to communicate effectively is indispensable.

So that learners can achieve awareness of their abilities and potential in a learning situation, the curriculum is based on learner-centered and process-oriented rather than teacher-centered approaches. In this regard, understanding how learning takes place is of vital importance. The curriculum has been prepared then according to core principles of Brain-based Learning and the theory of Multiple Intelligences. Considering the fact that each brain is unique and people have different learning styles, the curriculum has been designed to help students discover and develop their talents to become self-motivated and competent life-long learners.

The curriculum is based on a cross-curricular approach to facilitate learning, integrating all disciplines through the use of English, and allowing learners to inquire and connect experience and knowledge. By bringing together several disciplines and making content connections across subject areas such as Mathematics, Science, Social Studies, Music, and Art in the classroom, English is taught through content and is treated as a means of interaction and knowledge, not a subject matter. The students learn the methods of accessing, researching and inquiring information about relevant subjects related to their real world and previous experience.

It is important to start learning a foreign language at an early age. The younger the child is when learning a foreign language, the closer the process comes to acquisition. Just like language acquisition, at the initial stage of foreign language learning, children tend to prefer listening and enjoy absorbing the language they hear. This helps to strengthen their listening skills and to create a deeper understanding of the language. Therefore, in kindergarten (5-6 year-olds) and in primary (grades 1-3), teachers should use craft activities, rhymes, songs, chants, games, characters and stories that children find loveable and interesting, and support them with visual prompts to help to encourage motivated exploration in students' learning. A fun, friendly, loving, caring, and safe environment opens room for learning by removing inhibitions and providing opportunities for the production of learned material.



Young learners want to actually use the language through doing, not to learn about it. As such, they are willing to experiment and use English without worrying about accuracy. They need ample opportunities to practice the same topic from a variety of sources in a supportive and motivating classroom context. They like to communicate about people and events relevant to their own lives, especially when this communication is centred around real-life tasks/activities. Because of this, the early year's curriculum has a play-centered approach using comprehensible, developmentally appropriate materials from a variety of sources gradually moving to more conscious and cognitive learning as they mature.

Language learning thrives when students are engaged in the meaningful use of language in a variety of spoken and written communication tasks. In the fourth and fifth grades, students are expected to expand upon literary knowledge through exposure to various genres related to their age and level. They should be encouraged to comprehend and respond to age and level appropriate texts using critical thinking skills and oral/written communication. They should learn about language (i.e. its elements, conventions, and processes) through engaging in listening, speaking, reading and writing tasks/activities.

The program for grades six through eight is designed to extend the students' grammatical skills and vocabulary range by developing their abilities to express themselves more fluently while at the same time increasing their exposure to literature. The students are expected to learn about a range of texts that stimulate their ideas/imagination, provoke feelings and expand their view of the world by using English. Through this program, they will realize that literature enriches and broadens life experiences, including one's personal and social understanding and responsibilities. As a result, they will start to respect cultural perspectives that differ from their own as well as acquire the knowledge, skills, and attitudes necessary to become life-long learners.

High School students should be immersed in literature and attend to the language contained within that literature in order to become proficient users of the language. At High School level, students are expected to synthesize large amounts of information in English from a variety of sources, recognize relationships between details delivered in a variety of genres/registers, make inferences about what they have read, summarize complex and abstract concepts, impose order on the information they collect, and communicate their ideas and insights articulately in discussions, oral presentations, essays, and on assessment tests. The program has been designed to enable students, through a wide range of literary genres to extend their English language knowledge, increase their understanding of themselves and others, and acquire a worldview which will help them become productive and creative members of society. Language development will help learners to understand the importance of social responsibility and personal integrity. They will learn that language varies according to audience, purpose and situation with a variety of logical and structural patterns. They will pose questions, seek clarification and use a variety of resources to assist their learning.



A. Integrated Communication Skills

Individuals with strong communication skills are expected to express themselves in speaking and writing in an accurate, fluent and effective manner. Therefore, the four basic skills in language learning – reading, listening, speaking and writing – are treated in an integrated way.

1. Reading

By acquiring a habit of reading, students improve their ability to communicate effectively in English. To promote this type of learning, writing and oral presentation assignments should be related to the texts the students are reading. In other words, teaching four basic language skills in an integrated manner will make learning more meaningful and permanent.

Age-appropriate fictional or non-fictional texts chosen for each grade level should include activities that the students can associate with their own lives. As an inseparable part of foreign language teaching, reading activities should not be limited to class hours, and students should be encouraged to acquire the habit of reading outside the classroom as well. Setting up classroom libraries and silent reading times will help to encourage the students to read independently. The students' progress in developing their reading skills can be measured by the introduction of reading logs in student portfolios which include information about which book was read by the student, when it was read and their opinion about the book. Furthermore, each student should be given a follow-up task such as filling in or writing a book report and/or a journal entry so that the teacher can check if the student has read and understood the text. It is of utmost importance for students to acquire reading methods and strategies so that they can comprehend and interpret what they read. Reading strategies can be classified into three groups:

Pre-reading Strategies

- ▶ Interpreting visual aids
- ▶ Guessing the content by reading the title
- ▶ Associating title with pictures
- ▶ Associating the first sentence with the title

While-reading Strategies

- ▶ Questioning/guessing the meaning of unknown words
- ▶ Guessing the meaning of words from the context of the sentence/text
- ▶ Guessing the meaning of a sentence from the context of the text
- ▶ Taking notes to remember or taking notes about the unclear parts



- ▶ Underlining related parts
- ▶ Scanning the text for short-answer questions
- ▶ Reading through the text for the detailed-answer questions

Post-reading Strategies

- ▶ Summarizing the text
- ▶ Asking questions about the text
- ▶ Expressing the text by using visual images
- ▶ Reading between the lines
- ▶ Expressing the text in other words and interpreting it
- ▶ Reflecting understanding

Since reading is an active process of understanding and thinking, at high school level activities based on reading texts should be cognitively demanding. Reading activities should include comprehension, interpretation, analysis, synthesis, evaluation and practice activities where the students produce and answer cognitive-level questions while analyzing a text. As a result, the students' critical thinking and problem solving skills will improve. At lower levels, these activities should be practiced according to the students' cognitive and language skill levels. Strategies may vary depending on variables such as the content of the text and the reason for reading. Knowing the reading strategies necessary to understand and interpret what has been read will improve reading performance and increase their self-confidence. As students become more experienced readers, they will select the strategies appropriate to the text type and their own learning styles to become more successful readers.

As a by-product of enhancing their language skills, students will also improve their rates of vocabulary acquisition. With all reading activities students should be encouraged to predict the meanings of unknown words from context using context clues instead of looking items up in the dictionary. Key vocabulary is then selected from these texts for the students to practice further through, for example, writing the word in context, identifying its dictionary definition, reproducing an example sentence from the dictionary, and constructing their own example sentences. At lower levels, students are asked to draw a picture or an image to illustrate the word. Students are also asked to categorize the new words they have learned as 'My A Words', 'My B Words', or as 'words related to sports, health, school', etc. They are also asked to draw analogies, identify homophones/synonyms/antonyms, or write acrostic or cinquain poems using the new words they have learned. At higher levels, students start analyzing words in terms of roots, prefixes, suffixes, word families, words with multiple meanings, etc. Different kinds of graphic organizers (Word Web, Definition Mapping, etc.) are used during vocabulary practice and students recycle the vocabulary by engaging in periodic activities that help them memorise and increase their knowledge of the items.



2. Listening

Another crucial skill that students need to develop in order to develop their English language competency is active listening. Similar strategies to those used in developing reading skills are used to help students learn to both listen with a purpose and to listen actively. As with reading, students need to be introduced and encouraged to select and use appropriate strategies to develop their listening competency. Again, as with reading, students are guided and encouraged to develop their listening skills outside of the classroom. In this regard, the use of technology is particularly beneficial.

3. Speaking

In their first years of learning, students engage in dramatization, simulation and role-playing activities. In higher grades, classroom speaking includes activities such as “Public Speaking”. In public speaking lessons, students learn and apply a wide range of effective speaking and presentation techniques, such as the use of visual aids to enrich a spoken performance, body language, and note taking. They also learn methods for speaking for purposes like giving information, persuading and comparing. Each presentation is then evaluated, not only by the teacher but also by the presenters and their peers. As a result, students learn how to appreciate peers’ speaking, listen effectively, empathize, and give positive feedback/constructive criticism.

4. Writing

The writing skill progresses from written production at word and sentence level in the early years to the introduction of creative writing activities involving the production of longer stretches of text in later years. In creative writing activities, students use their imagination and language skills by starting with activities such as drawing and labelling/describing a picture of an imaginary robot or a toy that they have designed. Students then gradually move on to writing a story using storyboards or activities such as writing lyrics for music, designing a book cover or writing a different ending for a story, writing a poem about a story or a story about a poem, and writing letters to one of the characters or the author.

As part of creative writing, journal writing activities vary depending on the students’ levels. While beginner level students write about their weekend or a school day/week, upper level students write regular journal entries about their personal experiences. The teacher reads the journal and provides feedback by writing a response including his/her experiences and opinions. In such activities, no spelling and punctuation corrections are made so as not to restrict students’ freedom to express themselves. The teacher pays attention to formal properties of the language when correcting written error. In another type of journal writing activity, students write personalised journal entries about fictional or non-fictional texts they read in or outside the class. For example, the students write about the environmental problems in their region after reading a related text or they explain how they would act if they were one of the characters in a story they have read.



In addition to creative written product, a knowledge of the principles of process writing is also important for the students' later academic success in higher education and in business life. Process writing activities, which help students learn techniques to express themselves in writing consist of a number of steps:

Pre-writing: Choosing a topic, identifying audience and purpose, selecting the best form of writing, gathering information, listing, free writing and brainstorming to explore ideas

Drafting: Writing the first draft using a topic idea from step 1

Revising: Reviewing the first draft to improve the presentation and organization of ideas, and voice, (peer check)

Editing/Proofreading: Re-reading the second draft to check word choice, sentence fluency, spelling, grammar, and punctuation using a proofreading checklist.

Publishing: Sharing work with others, and putting it in the portfolio together with the draft copies, peer, self, and teacher evaluation forms.

As in “Public Speaking” classes, the drafts and final drafts written by students are evaluated not only by the teacher, but also by the students themselves and their peers. One important point to be emphasized during such activities is to learn that the word choice and style of the text will vary according to different audiences and purposes. For example, the vocabulary and style that we use when we write an e-mail to a friend will be quite different from those to be used in a persuasive essay. Therefore, the students need to learn how different formal and informal registers are used according to the target reader. Writing according to a range of different audiences and purposes requires a great deal of practice. As such, process writing skills need to be included at each grade level in order to provide students with sufficient practice.

Activities to develop writing skills should:

- ▶ Consolidate learning and vocabulary
- ▶ Identify and eliminate students' language insufficiencies
- ▶ Learn appropriate punctuation
- ▶ Improve creative thinking
- ▶ Learn to use organization skills and time effectively
- ▶ Learn and improve research skills
- ▶ Learn the difference between formal and informal language
- ▶ Transfer knowledge from short-term memory to long-term memory



B. Grammar

Integrating all language skills as an effective tool for communication is the core of the TED Schools English curriculum. Accordingly, grammar should be practiced through the medium of meaningful activities, not in isolation. Grammar rules should not be given directly. Students should explore the rules based on examples to make connections for themselves. Rather than having the students memorize rules, activities should be designed so as to raise students' awareness of the grammar. This is a process-oriented approach which consists of exploring, questioning and understanding language structures. In this respect it differs from traditional grammar activities where students first memorize the teacher-given grammar rules and then work on grammar exercises. It has been observed that students who have learnt grammar by means of traditional methods have difficulty in applying the rules in speaking or writing even when able to demonstrate a sound formal knowledge of the structure. On the other hand, students who discover the rules autonomously are better able to internalize them and, as a result, display fewer fossilized grammatical errors. Since it is of utmost importance to understand and use the grammar rules correctly while reading, listening, speaking and writing, the grammar rules cited as objectives at each level in the program should be taught thoroughly.

C. Media Literacy in Language Teaching

Media (i.e. television programs, newspaper articles, advertisements, films, blogs, podcasts, banner ads, online news sources, text messages, PowerPoint presentations, Web sites, CD-ROMs, DVDs, and other technologies) is integral to how students and business people acquire and share ideas and information. As a result, media literacy should be included in the TED Schools English curriculum and teachers must guide their students how to access, analyze, critically evaluate, and produce media. Students need to be media literate to function in today's world to perform the jobs they will soon be required to do.

Media literacy should be part of language classes due to several reasons:

- ▶ Incorporating familiar, high-interest media content into the classroom will boost lively discussions, permit whole-class engagement and serve as a springboard to creative writing activities.
- ▶ When introducing literature into the classroom which may be considered challenging, media can support students' understanding. Films based on literary classics can make unfamiliar worlds more accessible and comprehensible.
- ▶ Media literacy fosters critical thinking skills. By studying media, students pause and reflect, draw conclusions, evaluate, and synthesize in a similar way as they would with traditional literature. Students will deconstruct all kinds of texts, including advertisements, news reports, fine art, and films, through inquiry and exploration. Deconstructing a range of media forms can also boost students' analytical skills.



- ▶ The visuals and sounds that make up films, television programs, etc. appeal to varied learning styles. Consequently, learners with different abilities can all contribute to discussions about the media.
- ▶ In engaging with the media content they consume, students develop their own informed perspectives and learn to recognize how media shapes values. In this way, they learn to be active rather than passive media consumers. Media literacy builds critical awareness and fosters a healthy scepticism to question the reality behind a media message.
- ▶ Media production inspires students to create more meaningful products. It is evident from the popularity of blogs and youth media sites that young people love to express themselves through media. Collaborative production projects reinforce media and language skills. The hands-on experience of creating a Web page, an advertisement, a storyboard, or a shooting script will help students gain a better understanding of key concepts of media literacy and an appreciation for media texts.

D. Multi-Cultural Perspectives

TED Schools' English curriculum values cultural differences and seeks to exploit the learning potential of this shared understanding. Accordingly, course materials will both reflect perspectives apart from the students' own and help students to explore cross-cultural interactions. Language education that aims at fostering a sense of social responsibility in students and at addressing global issues and concerns is the mission of TED English teachers.



IV. EFFECTIVE TEACHING STRATEGIES

In a world where information changes very rapidly, English language teaching is not immune to innovations and flux. As such, modern English teachers must have both the technological proficiency required to access such information and be able to use it in a principled way in the classroom. Education today must not be limited to class hours and must continue outside the classroom as well through the use of e-portfolios, blogs, etc. In addition to using the internet as a source of professional development, teachers can also develop themselves by peer observing their colleagues' classes. Such practices will enable teachers to learn about and use strategies appropriate to the 21st Century language classroom.

A. Cooperative Learning

In a time of great transformation in all areas of life, the role of the teacher has also changed. The teacher no longer directly conveys knowledge to the students. Rather, she is a facilitator providing guidance to students on how to access information. One of the central roles of the teacher in terms of technology use is to provide guidance on how to access accurate and valid information, how to use this information without plagiarizing, and to introduce appropriate methods for finding, organizing, and evaluating information.

Incorporating group learning in their instruction will be the most practical and effective way for teachers to attain these goals. It is claimed that students who work in cooperative groups consistently outperform those who work individually. Using different types of groups for different and meaningful tasks will enable teachers to keep all students engaged. It is important to implement changes to classroom interactions gradually so that both the students and the teacher are comfortable with instructional options and flexible grouping. Teachers discuss expectations with students before starting a task and evaluate how well procedures worked upon completion of the task. Another important consideration is to design tasks according to students' attention spans. Different small group interactions include:

- ▶ **Skills Groups** give students the opportunity to work with peers at a similar level of ability to hone skills, use a consistent set of materials, or work collaboratively on the same tasks.
- ▶ **Think-Tank Groups** are heterogeneous groups generally formed to brainstorm, solve problems, or complete high-level tasks that require a variety of strengths and perspectives.
- ▶ **Expert or Special-Interest Groups** form around an area of interest or expertise. Such groups can research a specific area and collect information that can be shared with the rest of the class.
- ▶ **Review Groups** can work effectively with students at different levels of ability, especially if the task requires them to present a topic in multiple ways.
- ▶ **Student – Choice Groups** allow students to select which peers they would like to work with. This allows for peer collaboration, which is especially important to adolescents.
- ▶ **Random Groups** are assembled for a quick task such as sharing preliminary ideas about a text.



Cooperative groups should be small varying from three to five students. Changing groups will give different students the opportunity to work together. Some benefits of cooperative learning are:

1. Students realize they will succeed or fail together which will give them positive interdependence.
2. Students learn to help each other and praise each other's successes and effort.
3. Each student must contribute to the group in order for the group to achieve its goals.
4. Students learn communication, trust, leadership, decision making and conflict resolution while working in groups, which will help them to improve their interpersonal skills and enable them to be effective team players in their future careers.
5. Students reflect on how well the team functioned and how it could have functioned better.

B. Differentiating Instruction

Group learning is an essential tool for teachers to differentiate their instruction, challenging each student according to his or her level and thereby maximizing learning for all. In preparation for differentiating, the teacher diagnoses the difference in readiness, interests and learning styles of all the students in class and modifies content, processes, the product or the learning environment for each group. The essential curricula concepts may be the same for all students but the complexity of the content, learning activities and/or products, or even the learning environment will vary so that all students are challenged and no student is frustrated. Students with specific needs/weaknesses should be presented with learning activities that offer opportunities to develop required skills as well as opportunities to display individual strengths. More advanced students may work on more complex activities which require higher level thinking skills. Considering different learning styles, interests, and needs of the students in the same class, teachers should differentiate instruction. Bound by a sense of professional duty and commitment to learning, modern teachers must learn to adapt lessons and teaching approaches to ensure that all students learn and provide them with:

- ▶ An evolving philosophy of teaching with a focus on individual success
- ▶ An understanding of individual students, including their strengths, interests, and learning needs
- ▶ Flexible grouping
- ▶ A learning environment that allows for mutual respect and appreciation
- ▶ Time for individual needs as well as group needs
- ▶ Ongoing assessment.



C. Representing Information

Research has shown that we store information mainly in two ways: linguistically (with words) and non-linguistically (with images). Creating non-linguistic information stimulates and increases activity in the brain. The common non-linguistic approaches that can be incorporated into language teaching are:

Pictures or Pictographs help students visualize characters, places, settings, or systems. For example, having students sketch a scene helps the students connect to the story and visualize the action. Showing the students a movie adaptation of a book or a play is also an effective tool. Seeing the characters in interaction can help students better relate to them and understand the characters' motives and conflicts.

Mental Images give students a way to visualize abstract concepts. Authors use metaphors, figurative language, and other sensory details to help readers visualize settings, characters, and events in their works.

Physical Representations allow students to physically interact with models to learn new skills or concepts. These concrete examples of new material such as a model of the solar system or a diorama of a scene will extend the students' understanding of new information.

Graphic Organizers are visual representation of ideas and information (T-Charts, Word Web, KWL Chart, Venn Diagram, Main Idea and Details Chart, Sensory Details Chart, Timeline, Flowchart, Sequence of Events Chart, etc.) that can make unfamiliar material more accessible and help students see different relationships and make connections between information. Therefore, they are an inevitable part of teaching.

When used effectively, graphic organizers help learners:

- ▶ Generate their own details, categories, and connections that improve comprehension and memory
- ▶ Elaborate on their ideas in an organized way
- ▶ Become actively involved in the learning process
- ▶ Make abstract concepts more visual, and thus, more concrete
- ▶ Notice relationships such as cause-effect, problem solution, and compare-contrast.



Graphic organizers should be used not as an end but as a step in the process towards helping students participate in a subsequent discussion, presentation or writing activity. As students become more adept at using graphic organizers, they should be encouraged to modify the tools they have acquired or to create their own visual tools. Graphic organizers can be used during the following instructional strategies that improve student achievement:

Identifying Similarities and Differences

Research shows that when used in the classroom, the process of identifying similarities and differences deepen students' understanding of what they are learning, influence their perspectives, help them relate to unfamiliar ideas, and allow them to make connections between things that are seemingly different. Graphic organizers like Venn Diagrams, Y Charts are important tools that help students to identify similarities and differences.

System Analysis

Students predict what might happen if some aspect of a system changes. Graphic organizers such as the Sequence Chain, Cause and Effect Chart can help students visualize a system and the effects of a change.

Problem Solving

Students must consider problems, and all their attendant obstacles and constraints, to find – not just any solution – but the best solution for a problem. Graphic organizers such as the Problem and Solution Chart can help students map out problems and their possible solutions.

Cues and Questions

Assessing students' prior knowledge of a topic enhances their learning about new content. Recalling information or experiences provides a context for new information and allows students to compare and contrast what they already know. Research shows that cues and questions should focus on the important information and higher level questions that produce deeper learning. Some specific strategies that incorporate cues and questions are:

KWL and KWLH Charts help students focus on what they already know about a topic, what they want to know about it, what they have learned, and how they can learn more.

Inferential Questions (Making Inferences Chart) help students fill in the missing information from a lesson or text.

Analytic Questions (Question Frames) require students to analyze a text using prior knowledge as well as what they have learned.



Note Taking and Summarizing

Another important point to focus on during the writing activities is to teach the students summarizing and note taking techniques which they will need in their future academic and professional life. These techniques are practiced together with the other language skills. For example, the students take notes to be used in activities or to ask questions after listening to or reading a text or watching a film.

While summarizing and note-taking may seem to be straightforward and simple activities, they are actually complex processes that students need to be taught in order to use effectively. Focusing on headings, subheadings, boldface terms, and highlighted information helps students prepare for what they will learn and what they will need to take notes. Simply recording information does not help students learn the material. It is the process of analyzing information, reshaping and rewording it that helps students learn and remember new concepts, draw conclusions, evaluate information and arguments, and compare and contrast similar works. When students summarize and take notes they must:

- ▶ Decide what is important
- ▶ Delete repetitive and unnecessary information
- ▶ Prioritize and organize information
- ▶ Analyze and synthesize information
- ▶ Restate and reword concepts and details.

Students can use advance organizers to take notes. They help students remember what they already know, and focus them on what they need to learn (Cornell Notes, Interactive Notes, Question & Answer Note Taking, Three Column Journal).



V. LEARNING STRATEGIES

Learning strategies are actions and thoughts students apply for the purpose of understanding, remembering, producing and managing information and skills for learning. Students must have frequent opportunities to speak, listen, write, read, and view in various situations, for different purposes and audiences. They also need to be aware of the strategies they use to construct and communicate meaning. Therefore, teachers are not only required to explain and model these language strategies, but also to give students opportunities to use, practice, and apply them. These strategies can be used for all language skills as well as content information.

Learning strategy instruction can help students by:

- ▶ showing them techniques for how to learn
- ▶ developing their independence as learners
- ▶ increasing their confidence and academic motivation
- ▶ developing their awareness of their own thinking and learning processes.

Some examples are:

Predict: Anticipate what is coming next during a listening activity

Visualize/Use Visuals: Make a mental image of the events and characters in a story you are writing; use or draw a visual aid to learn vocabulary

Make Inferences: Use the context of a listening/reading activity and what you know about the topic to figure out the meaning of new words or ideas

Scan/Selective Attention: Focus on specific content information, academic words, or literary words as you listen, speak, read, and write

Take Notes: Write down important ideas as you listen and as you prepare to write

Summarize: Create a mental, oral or written summary of information you learn

Classify/Sequence: Classify new words and ideas according to their similarities, sequence events, directions and steps to solve a problem

Plan: Set goals and identify steps needed to accomplish a learning task

Monitor/Identify Problems: While working on a learning task, check your comprehension or production and identify any problems you are having

Evaluate: After completing a learning task, assess how well you have done

Use What You Know: Use your own knowledge and experiences to understand and learn something new; brainstorm words and ideas, make associations and analogies, explain your prior knowledge about a topic.



A. Thinking Skills

Since critical thinking is an important life skill, students must be challenged with critical thinking questions during classroom discussions, tasks, assignments and exams. In order to help students to improve their critical thinking skills, teachers are expected to ask questions that require them to:

Recall (underline, list, name, cluster, circle, match, label, define): Remember what you have learned

Understand (explain, summarize, describe, review, restate, cite): Explain what you have learned

Apply (change, do, demonstrate, locate, illustrate, model, show, organize): Use what you have learned

Analyze (break down, examine, contrast, tell why, rank, compare, classify): Break down information

Synthesize (combine, speculate, compose, predict, invent, connect, design, create, develop, imagine): Shape information into a new form

Evaluate (recommend, criticize, persuade, convince, judge, argue, rate, assess): Judge the worth of information.



B. Study Skills

During the implementation of the K12 curriculum, students will apply and master the following study skills:

1. How to study for languages:
 - ▶ highlighting or underlining
 - ▶ outlining, mapping, diagramming
 - ▶ taking notes to record important information
 - ▶ summarizing
 - ▶ self-questioning, predicting, re-reading, visualizing
 - ▶ using a learning and reading log
 - ▶ keeping vocabulary and writing journals
 - ▶ using SQ3R (Survey, Question, Read, Recite, Review)
 - ▶ using KWL (Know, Would like to find out, have Learned)
 - ▶ using mnemonics
 - ▶ creating a proper study environment (e.g. light, seating)
 - ▶ scheduling time for studying
2. How to use a book, dictionary, and thesaurus
3. How to use a pronunciation key
4. How to read maps, graphs, and diagrams
5. How to use the library
6. Library Reference (Encyclopaedias, periodicals, atlases, almanacs, electronic databases, etc.)
7. Citing sources
8. Looking for and evaluating information from the Internet and the World Wide Web
9. Getting and evaluating information from various types of Media
10. Organization skills



C. Research Skills

With K12 English Curriculum, students will learn to:

Plan, Focus and Locate Information

- ▶ Determine and define the purpose
- ▶ Establish a topic
- ▶ Identify what is known and where the gaps in knowledge are
- ▶ Identify the audience and possible focus and format
- ▶ Determine and locate possible resources (e.g. resource centre, interviews, the Internet)

Select, Assess and Process Information

- ▶ Identify specific resources suitable to purpose (e.g. people, thesaurus, almanac, periodical index, electronic references)
- ▶ Use text formats and organizational patterns to find specific information (e.g. headings, index, charts, tables)
- ▶ Skim, scan, and read/listen/view carefully for specific information
- ▶ Understand the different ways to obtain information from various types of media
- ▶ Know and apply the rules about digital safety
- ▶ Assess the accuracy and bias of information
- ▶ Extract relevant information
- ▶ Record information, and document sources

Prepare, Organize and Present Information

- ▶ Choose an appropriate format for presentation of information
- ▶ Organize information (e.g. webs, notes, outlines, maps) from multiple sources
- ▶ Draft a rough copy
- ▶ Revise
- ▶ Prepare documentation in an appropriate format
- ▶ Cite sources appropriately
- ▶ Learn to use MLA (Modern Language Association) style for listing sources
- ▶ Avoid plagiarism and internalize academic honesty
- ▶ Present or share information in an appropriate manner
- ▶ Use technology in writing and presenting



VI. ASSESSMENT AND EVALUATION

Assessment is both summative and formative. All forms of assessment are positive, tending to stress what students can do rather than what they cannot. Students receive feedback from teachers about how to improve as well as praise for their positive efforts. 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 the language.

Using a variety of assessments gives a more complete picture of student success. Apart from exams, performance tasks, and projects; students are encouraged to reflect on their own learning, assess their own and their peers' work in order to monitor how their learning is progressing, and set personal goals for future learning. With the help of self assessment, students are expected to become critical, active thinkers who can take responsibility for their own learning. It helps them perceive the process and growth of their language learning; thus giving them the tools to examine and improve their own learning methods. Self assessment is closely related to goal setting. Setting personal goals will help students to:

- ▶ think about their reasons for learning English
- ▶ understand what they are studying and how they are going to use it in the future
- ▶ discover what they want to learn
- ▶ plan to reach their learning goals.

Through peer-assessment, students can be models for each other by sharing their work. It helps them learn from others' strengths. They can also learn how to accept and give productive criticism and praise. Moreover, it is useful for comparison purposes. Students can compare how they view their work with how their peers evaluate it, and then compare them all with their teacher's evaluation.

Rubrics and checklists are given to students to help them reflect, review and evaluate their performance on a completed learning task, recognizing their strengths and weaknesses and taking steps to improve themselves. Students are also encouraged to keep a record of their learning strategies.

In order to involve the students as well as the teachers actively in the evaluation process, portfolios are used. The overall purpose of portfolios is to enable the students to demonstrate to others their progress in learning. The greatest value of portfolios is that, in building them, students can become active participants in the learning process and its assessment. Portfolios can help to make the language learning process more visible to learners, developing their capacity for reflection and self-assessment, and thus enabling them gradually to assume more and more responsibility for their own learning. The students are expected to be aware of their own learning styles, to develop the most appropriate learning and study skills for themselves, and to assume responsibility for their own learning. Thus, self assessment and learning responsibility become a significant part of the process of learning English. In this way, portfolios serve as a tool for promoting the development of learner autonomy, which is a prerequisite for life-long learning.



When using portfolios, one of the most important activities is teacher-student conferences. It is a good opportunity for students to reflect on their own learning and for teachers to give some advice or feedback. To observe the process, the development of portfolios needs to be monitored at regular intervals during the course of study.

Portfolios:

- ▶ can be an efficient and a concrete tool for demonstrating learning
- ▶ can promote self-confidence and improve motivation and involvement in learning
- ▶ develop the sense of self-discipline and responsibility in students who organize and assess their own portfolios
- ▶ can provide opportunity for student-teacher dialogue and parent involvement
- ▶ help the teachers match assessment to instruction by following up with the students' progress based on several evidences instead of test results

It has been observed that the students who are able to evaluate their own progress, identify their weaknesses and plan to make up for what they lack are able to view things from different points of view, to think in a well-rounded manner and have a high level of creativity.



VII. THE DETAILS OF THE K12 ENGLISH CURRICULUM

A. Themes and Contents

THEMES	SUGGESTED CONTENTS
1. People and society	Daily routines, friends, teachers, personal information, information about other people, greetings, characteristics & lifestyles of people, family members, family relationships, attitudes, daily activities, likes and dislikes, physical appearances, parts of the body and face
2. Life	Objects, possession, toys, place/ description/ quantity of objects, presents, rooms of a house, furniture, household objects, appliances, house types in different countries, construction materials, time, dates, days, months, seasons, carnivals, festivals, parties, special days in our country & in the world
3. Fashion	Clothes, categories of clothes, seasons
4. Feelings & senses	Positive feelings, negative feelings, five senses
5. Food and drink	Likes/dislikes, fruits and vegetables, restaurants, menu, favourite food, recipes
6. Work	Occupations, career, working conditions, work experience, jobs, job interviews, employment, future jobs, future life and professions, immigration
7. Travel	Means of transportation, travel guide, tourism, holiday, summer holiday, winter holiday, safari
8. Sports	Types of sports, indoor/outdoor sports, favourite sports, teams, players, challenging sports, extreme sports
9. Entertainment	Free time, leisure activities, funfair, amusement parks, weekend activities, games, fan clubs, hobbies, TV shows, famous people
10. Environment	Environmental problems, extinction, pollution, environmentally friendly holidays, country life, city life (obligations), characteristics of towns, places to visit, shopping centres, art & cultural facilities



THEMES	SUGGESTED CONTENTS
11. Health	Fitness, health myths, common health problems, diseases, treatments, healthy diet, eating habits, cooking
12. Art & culture	Cinema, music, shows, museums, cartoons, artists, life styles, personal interests, cultural facilities
13. Education	Types of education, school life, classroom routines, school subjects, education & real life, home schooling, boarding schools, educational facilities, personal qualities, talents, interests, vocational schools
14. Nature	Wildlife, natural resources, types of weather, weather conditions (today and in the past), animals, pets, wild animals, farm animals, farm, endangered animals, wild life, habitat
15. Media	TV, radio programs, types of newspapers, books, reading habit, types of readers, school magazine
16. Communication	Relationships (between family members, teenagers & parents, friends, animals), generation gap
17. Crime & punishment	Criminals, police, law, legal system, causes of crime, rules, types of punishment
18. Technology	Science, science museums, discoveries & inventions, computing, gadgets & appliances, computer technology, the Internet
19. Literature	Drama, autobiographies, characterization & symbolism, rhetorical systems, synthesis, plot, setting & stage, genres & mediums
20. Multi-Cultural Perspectives	Pluralism, gender, race, diversity

While applying the K12 English Curriculum, the topics will be chosen from among the themes and the suggested contents according to the levels and interests of the students.



B. The Details of the Program for Each Grade

KINDERGARTEN 5 YEARS (KG5)

(According to CEFR: - A1 level)

AIMS

The aim of the program is to instil a love of English in students. English lessons focus on listening and speaking. Using a theme-based approach, children will be introduced to simple vocabulary and structures which will enable them to communicate in English through different activities including story-telling, songs, games, chants, role-play, pair and group work using age-appropriate visual, audio, printed materials and software.

Each student who completes this program will:

- ▶ have a gentle introduction to basic English usage and comprehension
- ▶ understand and respond to basic classroom language and instructions related to technological tools
- ▶ know the correct pronunciation and internalize the new vocabulary and everyday expressions they have learned through recordings, chants and animated video clips
- ▶ have basic communication and act out activities in class in English
- ▶ know target vocabulary and related structures familiar to their day-to-day lives. e.g. toys, clothes, animals and use them in both different context and different activity types - games and worksheet activities
- ▶ have a real feeling for English, its sounds and rhythms starting with emphasis on listening and speaking
- ▶ develop an attitude towards language learning which is positive both in terms of how they view the language itself and their ability to learn and use it with confidence

OBJECTIVES

Listening Skills

By the end of KG5, students will be able to:

- ▶ listen and understand very short and simple dialogues, songs, chants and rhymes
- ▶ listen and understand simple, common everyday classroom language, including teacher's instructions
- ▶ listen and understand dramatization
- ▶ listen and understand short stories (story telling/story reading)
- ▶ listen and understand drawing and colouring activities
- ▶ listen simple songs, chants and rhymes
- ▶ listen, understand and play games



Speaking Skills

By the end of KG5, students will be able to:

- ▶ introduce themselves
- ▶ use simple phrases and sentences
- ▶ ask and answer very simple questions
- ▶ ask about quantity and give short answer
- ▶ say the basic colours and numbers
- ▶ answer where things are
- ▶ answer very simple questions about the weather, seasons, family members, animals, toys, food, body parts, parts of a house, furniture items, basic feelings, playground tools, clothes, classroom objects, abilities(can), likes and dislikes
- ▶ use basic topic-related vocabulary they have learnt.

Vocabulary

By the end of KG5, students will be able to:

- ▶ identify and use basic vocabulary related to numbers, colours, classroom objects, the weather, months, seasons, family members, animals, toys, food, body parts, parts of a house, furniture items, basic feelings, playground tools, clothes, abilities (can), likes and dislikes
- ▶ match the correct vocabulary with the pictures



Thinking Skills

By the end of KG5, students will be able to:

- ▶ produce creative projects such as a funny face sandwich, a shapes car
- ▶ visualize a story and draw a picture summarizing the story
- ▶ ask and answer very simple questions
- ▶ recognize and count numbers
- ▶ relate numbers/colours to objects
- ▶ retell stories relating to pictures
- ▶ follow oral instructions
- ▶ identify differences between objects
- ▶ express personal preferences.

Study Skills

By the end of KG5, students will be able to:

- ▶ present or communicate what s/he has learnt
- ▶ practise what they have learnt outside the classroom environment.

Structural/Functional Language Objectives (applied through all skills)

By the end of KG5, students will be able to:

- ▶ answer questions about themselves by giving information about their family members, toys, likes, dislikes and abilities
- ▶ comprehend and follow simple conversations about the above-mentioned topics.

ASSESSMENT/EVALUATION

- ▶ There are no external (written or oral) examination assessments for KG5 students.



KINDERGARTEN 6 YEARS (KG6)

(According to CEFR: - A1 level)

AIMS

The aim of the program is to instil a love of English in students. English lessons focus on listening and speaking. Using a theme-based approach, children will be introduced to a variety of vocabulary and structures which will expand their English communication through different activities including story-telling, songs, games, chants, role-play, pair and group work using age-appropriate visual, audio, printed materials and software.

Each student in this program will:

- ▶ have a gentle introduction to basic English usage and comprehension
- ▶ know target vocabulary and related structures familiar to their day-to-day lives, e.g. toys, clothes, animals through the use of both different context and different activity types - games and worksheet activities
- ▶ be able to use the correct pronunciation of the words they have learnt through recordings, chants and animated video clips
- ▶ internalize the vocabulary and expressions through reacting them when they hear
- ▶ internalize the new vocabulary and everyday expressions they have learned through recordings, chants and animated video clips
- ▶ have a real feeling for English, its sounds and rhythms starting with emphasis on listening and speaking.
- ▶ develop an attitude towards language learning which is positive both in terms of how they view the language itself and their ability to learn and use it with confidence.

OBJECTIVES

Listening Skills

By the end of KG6, students will be able to:

- ▶ listen and understand very short and simple dialogues, conversations, songs, chants and rhymes
- ▶ listen and understand simple, common everyday classroom language, including teacher's instructions
- ▶ listen and understand dramatization
- ▶ listen and understand short stories (story telling/story reading)
- ▶ listen and understand drawing and colouring activities
- ▶ listen and sing simple songs, chants and rhymes
- ▶ listen, understand and play games



Speaking Skills

By the end of KG6, students will be able to:

- ▶ introduce themselves
- ▶ use simple phrases and sentences
- ▶ describe a person or a thing using basic phrases
- ▶ ask and answer very simple questions
- ▶ ask about quantity and give short answers
- ▶ say the basic colours and numbers
- ▶ ask where things are and answer related questions
- ▶ ask and answer very simple questions about the weather, seasons, family members, animals, transportation, occupation, food, body parts, parts of a house, furniture, items, feelings, senses, clothes, classroom objects, abilities (can, can't), like and dislikes
- ▶ talk about a story drawing on own experience
- ▶ use basic topic-related vocabulary they have learnt

Vocabulary

By the end of KG6, students will be able to:

- ▶ identify and use basic vocabulary related to numbers, colours, weather, seasons, family members, animals, transportation, occupation, food, body parts, parts of a house, furniture items, feelings, senses, clothes, classroom objects, abilities (can, can't), likes and dislikes
- ▶ match the correct vocabulary with the pictures.



Thinking Skills

By the end of KG6, students will be able to:

- ▶ produce creative projects, such as masks, posters
- ▶ visualize a story and draw a picture summarizing the story
- ▶ ask and answer simple questions
- ▶ recognize and count numbers
- ▶ relate numbers/colours to objects
- ▶ order and retell stories relating to pictures
- ▶ follow oral instructions
- ▶ identify differences between objects
- ▶ express personal preferences.

Study Skills

By the end of KG6, students will be able to:

- ▶ present or communicate what s/he has learnt
- ▶ practise what they have learnt outside the classroom environment.

Structural/Functional Language Objectives (applied through all skills)

By the end of KG6, students will be able to:

- ▶ ask and answer questions about themselves by giving information about their family members, likes, dislikes and abilities
- ▶ comprehend and follow simple conversations about the above-mentioned topics.

ASSESSMENT/EVALUATION

- ▶ formative assessments (performance tasks, portfolios)



GRADE 1

(According to CEFR: - A1/A1 level)

AIMS

The aim of the program is to instil a love of English in students. English lessons focus on listening and speaking in the first semester. Once the students have begun reading and writing in Turkish towards the end of the first term, they will be introduced to simple reading and writing activities in English. Students are introduced to topics which will expand their vocabulary necessary for varied communication in English through different activities including story-telling, songs, chants, role-play, pair and group work using age-appropriate visual, audio, written materials and software.

Each student who completes this program will:

- ▶ have a gentle introduction to reading, writing and the English alphabet
- ▶ know target vocabulary sets relevant to their day-to-day lives, e.g. toys, clothes, animals and use them in both different contexts and different activity types, such as games and pencil and paper activities
 - » be able to use correct pronunciation of new words/vocabulary items
 - » internalize new vocabulary and everyday expressions they have learned through dialogues and chants
- ▶ have a real feeling for English, its sounds and rhythms starting with emphasis on listening and speaking
- ▶ develop an attitude towards language learning which is positive both in terms of how they view the language itself and their ability to learn and use it with confidence.

OBJECTIVES

Listening Skills

By the end of grade 1, students will be able to:

- ▶ listen and understand very short and simple texts, dialogues, conversations, songs, chants and rhymes
- ▶ listen and understand simple, common everyday classroom language, including teacher's instructions
- ▶ listen and understand dramatization
- ▶ listen and understand short stories (story telling/story reading)
- ▶ listen and understand drawing and colouring activities
- ▶ listen, understand and play games (TPR games, spelling games, categorization games, etc.).



Speaking Skills

By the end of grade 1, students will be able to:

- ▶ introduce themselves
- ▶ use simple phrases and sentences
- ▶ ask and answer very simple questions
- ▶ ask about quantity and give short answer
- ▶ say the basic colours and numbers
- ▶ ask where things are and answer related questions
- ▶ ask and answer very simple questions about weather, family members, pets, animals, toys, fruits, body parts, parts of a house, clothes, classroom objects, transportation, abilities (can, can't), likes, dislikes and favourites
- ▶ talk about a story drawing on own experience with basic structures and vocabulary
- ▶ use basic topic-related vocabulary they have learnt.

Reading Skills

By the end of grade 1, students will be able to:

- ▶ know basic book terms (book, cover, title, page, beginning, end, etc.)
- ▶ understand the basic topic-related vocabulary in texts
- ▶ read and understand phrases, sentences and very short, simple reading texts
- ▶ Identify and sound the letters of the alphabet
- ▶ identify the vowels (short sounds of a, e, i, o, u)
- ▶ identify the consonants (and sound the sounds of b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y and z)
- ▶ identify the sound and read CVC words/sentences with short a, e, i, o and u
- ▶ identify the sound and read silent e with a_e/ i_e/ o_e/ u_e
- ▶ identify the sound and read long a/ e/ i/ o/ u words.

Writing Skills

By the end of grade 1, students will be able to:

- ▶ recognize the letters of the English alphabet
- ▶ match pictures with the words
- ▶ write short sentences by copying from the given sentence
- ▶ write simple topic-based words.



Vocabulary

By the end of grade 1, students will be able to:

- ▶ identify and use basic vocabulary related to numbers, colours, classroom objects, fruits, animals, toys, family members, the weather, clothes, body parts, parts of a house, abilities, likes, dislikes, transportation, holidays and favourites
- ▶ match the correct vocabulary with the pictures
- ▶ match the spoken word to the printed word.

Thinking Skills

By the end of grade 1, students will be able to:

- ▶ produce creative projects such as masks, poster, mini drama activities
- ▶ visualize a story and draw a picture summarizing it, or visualize the characters in a story
- ▶ ask and answer questions
- ▶ recognize and count numbers
- ▶ relate numbers/colours to objects
- ▶ order pictures relating to the stories
- ▶ follow oral/ written instructions
- ▶ identify differences between objects
- ▶ express personal preferences
- ▶ develop basic awareness about ethics.

Study Skills

By the end of grade 1, students will be able to:

- ▶ present or communicate what s/he has learnt
- ▶ practise what they have learnt outside the classroom environment.

Structural/Functional Language Objectives (applied through all skills)

By the end of grade 1, students will be able to:

- ▶ ask and answer questions about themselves by giving information about their family members, pets, toys, likes, dislikes, abilities, and their favourites
- ▶ comprehend and follow simple conversations about the above-mentioned topics.

ASSESSMENT/EVALUATION

- ▶ There are no external (written or oral) examination assessments for grade one students.



GRADE 2

(According to CEFR: A1 level)

AIMS

The aim of the program is to guide children in a delightful and imaginative learning environment while learning English. English lessons focus on a variety of high interest topics which expand the vocabulary necessary for varied and more independent communication in English. Students are introduced to topics through different methodologies including songs, chants, role-play, pair and group work using age-appropriate written, visual, audio materials and software. Students begin to explore and develop the writing process. Students are also introduced to age-level appropriate values and cultures.

Each student who completes this program will:

- ▶ know a variety of comprehension strategies
- ▶ understand and use familiar everyday expressions and basic phrases
- ▶ use descriptive words in their writing
- ▶ distinguish between statements, questions, commands, and exclamations
- ▶ recognize word order
- ▶ discover the meaning of unfamiliar words using context clues.

OBJECTIVES

Listening Skills

By the end of grade 2, students will be able to:

- ▶ listen and understand classroom language
- ▶ listen and understand instructions about classroom activities
- ▶ recognize nonsense/meaningless sentences and distinguish between right or wrong information
- ▶ listen for a range of purposes (e.g. reading aloud, listening to short texts, sharing and listening to personal experience, giving and understanding directions and instructions clearly).

Speaking Skills

By the end of grade 2, students will be able to:

- ▶ establish basic social contact by using the simplest everyday polite forms of greetings, farewells and introductions
- ▶ use common everyday classroom language
- ▶ make short and meaningful sentences



- ▶ make basic descriptions of pictures and scenes
- ▶ demonstrate appropriate speaking skills while communicating
- ▶ ask questions and restate information
- ▶ spell target vocabulary accurately
- ▶ express personal details such as their identity, age, names of family members.

Reading Skills

By the end of grade 2, students will be able to:

- ▶ read aloud with age-appropriate fluency, accuracy, and expressions
- ▶ read sounds properly
- ▶ do level-appropriate cloze test
- ▶ read and understand phrases, sentences and short, simple texts
- ▶ understand the basic topic-related vocabulary they have learnt
- ▶ read sentences and arrange pictures with sentences in sequence.

Writing Skills

By the end of grade 2, students will be able to:

- ▶ write English words or sentences, such as big, small, hot, cold or 'I'm...' or 'I like...' legibly
- ▶ do level-appropriate cloze test
- ▶ write basic descriptions of pictures and scenes
- ▶ write simple phrases and sentences
- ▶ use topic-based words and phrases in sentences.

Vocabulary

By the end of grade 2, students will be able to:

- ▶ identify and use basic vocabulary related to days of the week, months of the year, clothes, numbers, colours, furniture, classroom objects, food, animals, toys, family members, appearances, the weather, feelings, body parts, parts of a house, buildings, abilities, likes, dislikes, favourites, transportation, indoor activities, outdoor activities, sporting activities and daily routines
- ▶ match the correct vocabulary with the pictures.



Thinking Skills

By the end of grade 2, students will be able to:

- ▶ produce creative projects such as masks, poster, mini drama activities
- ▶ visualize a story and draw a picture summarizing it, or visualize the characters in a story
- ▶ ask and answer questions
- ▶ recognize and count numbers
- ▶ relate numbers/colours to objects
- ▶ order and retell stories relating to pictures
- ▶ follow oral/written instructions
- ▶ identify differences and similarities between objects
- ▶ recognize differences in personal preferences
- ▶ recognize familiar names and basic phrases on simple notices in the most common everyday situations.

Study Skills

By the end of grade 2, students will be able to:

- ▶ present and communicate what s/he has learnt
- ▶ make use of online activities such as the LMS

Structural/Functional Language Objectives (applied through all skills)

By the end of grade 2, students will be able to:

- ▶ practise what they have learnt outside the classroom environment
- ▶ understand and follow simple directions and instructions
- ▶ understand the content of simple informational material and short simple descriptions especially if there is a visual support.

ASSESSMENT/EVALUATION

- ▶ Posters
- ▶ Projects



GRADE 3

(By the end of grade 3, students are expected to reach CEFR's A1+ level.)

AIMS

The aim of the program is to guide children in a delightful and imaginative learning environment while learning English. The course focuses on a variety of high interest topics which expand the vocabulary necessary for varied and more independent communication in English. Students are introduced to topics through different activities including songs, chants, role-play, pair and group work using age-appropriate written, visual, audio materials and software. One of the objectives in the early years is to instil a love of English in our students. The approach is communicative and topic- based. All the skills; listening, speaking, reading and writing as well as structural and lexical knowledge of the language are developed systematically.

Each student who completes this program will:

- ▶ know a variety of comprehension strategies
- ▶ read and write according to their own levels
- ▶ understand sentences appropriate for their levels
- ▶ use basic daily life sentences, ask and answer questions
- ▶ use simple descriptive words in their writing
- ▶ describe his/her background and immediate environment in simple terms
- ▶ describe nouns by giving additional information
- ▶ distinguish between statements, questions, commands, and exclamations
- ▶ gain confidence while interacting in English
- ▶ enjoy using English to communicate.

OBJECTIVES

Listening Skills

By the end of grade 3, students will be able to:

- ▶ comprehend and follow classroom language
- ▶ listen and categorize words
- ▶ listen and arrange pictures in sequence
- ▶ listen and colour pictures accordingly
- ▶ recognize and discriminate sounds
- ▶ follow general and specific instructions
- ▶ take simple notes during lessons



- ▶ listen and respond accordingly and chant
- ▶ get specific information from texts and dialogues
- ▶ listen for a range of purposes (e.g. reading aloud, listening to short texts, sharing and listening to personal experience, giving and understanding directions and instructions clearly, answering comprehension questions).

Speaking Skills

By the end of grade 3, students will be able to:

- ▶ improve their pronunciation
- ▶ use classroom language appropriately
- ▶ form basic sentences to ask questions
- ▶ ask questions about a given text using the given prompts
- ▶ answer questions about a given text
- ▶ spell the target vocabulary correctly
- ▶ talk about daily routines
- ▶ express needs and give basic information
- ▶ communicate using short phrases and simple language patterns
- ▶ present simple projects with the support and guidance of the teacher
- ▶ act out stories and dialogues studied in class
- ▶ conduct routine, everyday transactions involving familiar situations and topics
- ▶ establish social contact: greetings and farewells, introductions, thanking
- ▶ express how they feel in simple terms
- ▶ ask for and provide basic personal information.

Reading Skills

By the end of grade 3, students will be able to:

- ▶ read aloud with age-appropriate fluency, accuracy, and expression
- ▶ read to acquire knowledge
- ▶ read for pleasure
- ▶ use a variety of post-reading strategies
- ▶ read independently
- ▶ read and arrange pictures and sentences in sequence
- ▶ discover the meaning of unknown words using context clues



- ▶ read and understand phrases, sentences and simple reading texts
- ▶ follow short, simple, written directions
- ▶ dramatize a story using prompts given
- ▶ develop a positive attitude towards reading.

Writing Skills

By the end of grade 3, students will be able to:

- ▶ spell the target vocabulary correctly
- ▶ use adjectives they have learned by writing in sentences
- ▶ write from pictures, story sequences and captions
- ▶ write phrases, sentences, short dialogues and paragraphs.

Vocabulary

By the end of grade 3, students will be able to:

- ▶ identify and use basic vocabulary related to days of the week, months of the year, ordinal numbers colours, furniture, classroom objects, food, animals, toys, family members, the weather, feelings, body parts, parts of a house, places, buildings, parks, abilities, likes, dislikes, indoor activities, outdoor activities, jobs, places, daily routines and directions
- ▶ match the correct vocabulary with the pictures
- ▶ match the vocabulary with the definition
- ▶ recognize vocabulary categories
- ▶ identify simple synonyms and antonyms.

Thinking Skills

By the end of grade 3, students will be able to:

- ▶ visualize a story and draw a picture summarizing it, or visualize the characters in a story
- ▶ ask simple Yes/No questions and answer questions
- ▶ recognize and count numbers
- ▶ relate numbers/colours to objects
- ▶ order the pictures according to the story and retell the story
- ▶ follow oral/written instructions
- ▶ identify differences and similarities between objects
- ▶ discuss differences in personal preferences
- ▶ recognize familiar names and basic phrases on signs in everyday situations.



Study Skills

By the end of grade 3, students will be able to:

- ▶ work cooperatively with others
- ▶ integrate reading and writing skills into school, home, leisure-time activities
- ▶ present and communicate what they have learnt in the form of a project/poster
- ▶ use techniques to remember the knowledge they have gained.

Structural/Functional Language Objectives (applied through all skills)

By the end of grade 3, students will be able to:

- ▶ distinguish between simple statements, questions, commands, and exclamations
- ▶ establish basic social contact by using the simplest everyday polite forms of greetings and farewells and introductions
- ▶ spell and express his/her address, and other basic personal details
- ▶ use words, phrases, and/or sentences to express feelings, ideas and needs
- ▶ use words, phrases and/or sentences about animals, places in a town, clothing, food, sports, hobbies, prepositions of time, prepositions of place, weather, body parts, possessive adjectives, days of the week, months of the year, and simple quantifiers
- ▶ use have got/has got to talk about possession
- ▶ use can/can't to talk about abilities
- ▶ use there is/ there are while describing a place
- ▶ talk about habits and daily routines
- ▶ talk about actions in progress
- ▶ ask and tell the time
- ▶ use time expressions, such as in the morning, at noon, at night, etc
- ▶ ask questions about a simple text using the given prompts
- ▶ answer questions about a simple text.

ASSESSMENT/EVALUATION

- ▶ Follow up on their projects and class work, homework, explanation of pictures and drawings
- ▶ Quizzes
- ▶ Portfolio assignments
- ▶ Evaluation of writing, listening and reading through quizzes, writing projects, listening exercises, portfolio assignments.



GRADE 4

(By the end of grade 4, students are expected to reach CEFR's A1+/-A2 level.)

AIMS

The aim of the program is to help students become active and engaged English learners. Students are expected to show interest in improving all language skills and accuracy and demonstrate a positive attitude in reading and writing. The approach is communicative and topic-based. One of the objectives in the early years is to instil a love of English in our students. All the skills; listening, speaking, reading and writing as well as structural and lexical knowledge of the language are developed systematically. ELT materials, an interactive reading and writing program, authentic/graded reading materials, and a variety of teacher-designed activities are used at this level. The program also aims at students developing the skill of expressing their own values and culture.

Each student who completes this program will:

- ▶ understand and use familiar everyday expressions about personal details and needs
- ▶ communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
- ▶ share their ideas, thoughts, and information clearly and appropriately with others during a variety of speaking opportunities such as story-telling and drama
- ▶ understand and respond to authentic chapter books with guidance
- ▶ learn writing short texts creatively
- ▶ develop age-appropriate critical thinking skills by making use of reading skills
- ▶ have a positive attitude in speaking and writing while developing all skills.

OBJECTIVES

Listening Skills

By the end of grade 4, students will be able to:

- ▶ follow instructions accurately
- ▶ recognize familiar words, basic phrases, and sentences
- ▶ listen to an English speaker attentively and try to share opinions and/or feedback
- ▶ listen both for main ideas and specific points to supply missing information in a given content
- ▶ recognize basic pronunciation patterns
- ▶ recognize how intonation adds additional meaning
- ▶ identify the words and the main point in songs
- ▶ identify the main point in short, clear, simple messages and announcements
- ▶ understand questions and instructions



- ▶ identify the topic of a discussion around them
- ▶ draw on schema to infer meaning of spoken and written language.

Speaking Skills

By the end of grade 4, students will be able to:

- ▶ ask for repetition or clarification when they don't understand
- ▶ ask simple questions and answer information questions about people, events, directions, transportation, everyday goods and services
- ▶ act out informal dialogues and conversations, sing songs
- ▶ improve pronunciation skills
- ▶ deal with common aspects of everyday living through communicating in English
- ▶ describe themselves and other people, places, and possessions
- ▶ describe pictures, films, hobbies, objects and events
- ▶ describe their favourite things such as restaurant, toys, sports
- ▶ talk about special days and food
- ▶ ask and answer questions about present and past activities, future plans
- ▶ identify and use assimilated sounds and elision in pronunciation
- ▶ make and respond to invitations, apologies and suggestions
- ▶ retell a familiar story
- ▶ present projects in the classroom
- ▶ make comparisons between two/three people, objects, animals etc.
- ▶ make predictions about the future
- ▶ answer all Wh- questions in short and full sentences
- ▶ express his/her opinion and respond to others' opinions.

Reading Skills

By the end of grade 4, students will be able to:

- ▶ find answers to questions in texts
- ▶ participate in discussions
- ▶ ask and answer questions about a variety of level-appropriate texts (short stories, dialogues, simple articles, interviews, posters)
- ▶ follow written directions
- ▶ make connections between two sentences



- ▶ do skimming for the gist of a reading text
- ▶ develop scanning skills
- ▶ find reference words from a text
- ▶ read, understand and respond to graded books (by identifying main idea, details, author's purpose with guidance, problems and solutions, making predictions, sequencing a story, describing characters in stories, discussing setting and plot, identifying chapter, title and table of contents with help and guidance).

Writing Skills

By the end of grade 4, students will be able to:

- ▶ follow the five steps of the writing process (pre-writing, drafting, editing, revising, publishing)
- ▶ write directions for different purposes
- ▶ write short texts/paragraphs (narratives, reports, e-mails, journals, notes, advertisements, postcards, poems, short stories, letters, dialogues with guidance)
- ▶ write a series of simple phrases and sentences
- ▶ edit for capitalization and punctuation
- ▶ use essential grammar and mechanics such as elements of a sentence (subject, verb/predicate), correct capitalization, correct usage of commas, apostrophes, quotation marks.

Vocabulary

By the end of grade 4, students will be able to:

- ▶ use common everyday classroom language and daily language
- ▶ guess the meaning of words through pictures and context
- ▶ have sufficient vocabulary for the expression of basic communicative needs
- ▶ use limited extensive vocabulary such as abstract and some specialized subject area words.

Thinking Skills

By the end of grade 4, students will be able to:

- ▶ visualize a story or a situation and perform activities such as role plays (mini dialogues) , or create posters, story boards
- ▶ find relevant information from the resources at hand
- ▶ organize information
- ▶ compare and contrast the information
- ▶ give opinions
- ▶ represent or communicate information



- ▶ give reasons
- ▶ ask and answer questions
- ▶ make predictions and inferences
- ▶ develop a variety of comprehension strategies.

Study Skills

By the end of grade 4, students will be able to:

- ▶ use a dictionary with guidance
- ▶ find information using table of contents, captions, glossary and index with guidance.
- ▶ know what it means to be an “active” student and take responsibility for their own progress and learning.
- ▶ access and gather relevant information.

Structural/Functional Language Objectives (applied through all skills)

By the end of grade 4, students will be able to:

- ▶ use positive, negative, question, imperative and short answer forms of verbs/contractions
- ▶ use countable/uncountable, singular/plural forms of nouns
- ▶ use adverbs of frequency, place and time
- ▶ ask questions using Wh- words
- ▶ use modals (can/ shall/ would/ must) for ability, suggestion, request, offer, permission, obligation
- ▶ make suggestions using ‘let’s’
- ▶ link ideas/sentences using basic (and/ so/ because/ or/ but) conjunctions
- ▶ talk about possession using possessive adjectives and have got/ has got
- ▶ use present and past forms of verbs in meaningful contexts



- ▶ talk about present, past situations or experiences (which happen/are happening/ happened)
- ▶ talk about future plans using “be going to/will”
- ▶ ask about and tell the time
- ▶ describe a place using there is/ there are
- ▶ make comparisons using comparative and superlative forms of adjectives and adverbs
- ▶ understand and recognize structures giving additional information about nouns using who/ which/ where
- ▶ understand and recognize structures with past time references using ‘when clauses’
- ▶ understand and recognize structures with infinitive/ gerund verb forms, such as want, need, hate, enjoy, mind, like
- ▶ understand and recognize use of infinitives for purpose.

ASSESSMENT/EVALUATION

- ▶ Students are assessed with tests, portfolios, written work, homework, reports, and their contribution to the class. Written exams are an integration of vocabulary, writing, listening, grammar and reading comprehension.
- ▶ Assessments provide all students an opportunity for success, with clear expectations outlined to them and feedback is provided regularly.
- ▶ Students are evaluated according to a standardized rubric on their participation, writing, speaking and listening skills. They are given an opportunity to demonstrate their learning through class presentations.



GRADE 5

(By the end of grade 5, students are expected to reach CEFR's A2/A2+ level.)

AIMS

The aim of the program is to help students become active and engaged English learners. Students are expected to show interest in improving all language skills and accuracy and demonstrate a positive attitude in reading and writing. The approach is communicative and topic-based. One of the objectives is to instill a love of English in the students. All the skills; listening, speaking, viewing, reading and writing as well as structural and lexical knowledge of the language are developed systematically. ELT materials, an interactive reading and writing program, authentic/graded reading materials, and a variety of teacher-designed activities are used at this level.

Each student who completes this program will be able to:

- ▶ use English to communicate in social settings
- ▶ write creatively depending on their age and level
- ▶ read, understand and respond to graded readers with guidance
- ▶ develop age-appropriate reading skills
- ▶ show interest in improving all language skills and accuracy
- ▶ demonstrate a positive attitude in reading and writing.

OBJECTIVES

Listening Skills

By the end of grade 5, students will be able to:

- ▶ understand phrases and the high frequency vocabulary related to personal relevance
- ▶ get the main idea of the text and specific information to fill in charts, graphs, etc.
- ▶ recognize problematic sounds
- ▶ follow classroom and daily life directions easily
- ▶ listen and respond with correct pronunciation

Speaking Skills

By the end of grade 5, students will be able to:

- ▶ communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities
- ▶ handle very short social exchanges



- ▶ use classroom language appropriately
- ▶ act out short dialogues
- ▶ use a series of phrases and sentences to describe people, places, etc.
- ▶ participate in short conversations in routine contexts on topics of interest
- ▶ express needs and give information independently
- ▶ make and respond to invitations, apologies and suggestions
- ▶ agree and disagree with others
- ▶ narrate past events in sequential order
- ▶ make predictions about the future
- ▶ make oral presentations on familiar topics individually or in groups
- ▶ talk about simple topics individually or in groups
- ▶ tell simple stories by using the given clues
- ▶ retell stories in sequential order
- ▶ present projects in the classroom.

Reading Skills

By the end of grade 5, students will be able to:

- ▶ read graded texts, short stories, novels, poems with guidance
- ▶ find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables
- ▶ extract the main idea and specific information from a variety of level-appropriate texts
- ▶ ask and answer questions about a variety of level-appropriate texts
- ▶ understand short personal letters and texts including texts on content area
- ▶ understand regulations (e.g. those related to safety) when expressed in level-appropriate language
- ▶ understand the description of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen friend
- ▶ read, understand and respond to a graded authentic books (by using clues to make predictions, reading between the lines with guidance, sequencing a story, identifying fantasy/reality, fact/opinion, cause/effect, problem/solution, setting; and in various texts, reading and discussing characters in stories in terms of what they do and say, comparing genres with guidance).



Writing Skills

By the end of grade 5, students will be able to:

- ▶ recall and follow the basic sentence structures
- ▶ generate ideas for writing
- ▶ write short paragraphs
- ▶ use reasons and examples to support ideas and opinions
- ▶ write about everyday aspects of their environment (e.g. people, places, a study experience) in linked sentences
- ▶ write short, basic descriptions of events, past activities, and personal experiences
- ▶ improve mechanical usage of language and grammar skills.

Vocabulary

By the end of grade 5, students will be able to:

- ▶ conduct a routine, everyday transactions involving familiar situations and topics
- ▶ cope with simple survival needs using their vocabulary repertoire
- ▶ increase vocabulary by using context clues and other reading strategies
- ▶ use some extensive vocabulary, such as abstract and some specialized subject area words.

Thinking Skills

By the end of grade 5, students will be able to:

- ▶ find relevant information
- ▶ organize information
- ▶ communicate and transfer information
- ▶ give reasons
- ▶ make inferences and predictions
- ▶ develop a variety of comprehension strategies.

Study Skills

By the end of grade 5, students will be able to:

- ▶ identify information already known, i.e. ‘activation of prior knowledge’
- ▶ locate and select possible sources of the information, for example a shelf in a library, a CD-ROM or the Internet
- ▶ recognize the text type or types, and how to read them to obtain information



- ▶ locate the information in the text
- ▶ select and extract relevant information
- ▶ organize and record the information, for example in note form
- ▶ show interest in improving language skills and accuracy
- ▶ demonstrate a positive attitude in reading and writing

Structural/Functional Language Objectives (applied through all skills)

In addition to the structural/functional language objectives of the 4th grade, by the end of grade 5, students will be able to:

- ▶ recognize and use simple parts of speech (verbs/nouns/adjectives/adverbs of place, frequency, time, manner/determiners/prepositions/pronouns/articles
- ▶ ask Wh, How, tag questions
- ▶ use modals (can/shall/would/must/had to/could/may/might/should) for ability, suggestion, request, offer, permission, obligation and advice
- ▶ link ideas, sentences using basic (and/because/or/so/but) conjunctions
- ▶ talk about possession using have got/has got
- ▶ describe a place using there is/there are
- ▶ make comparisons
- ▶ talk about present, past situations or experiences (which happen/are happening/ happened/was-were happening/have-has happened)
- ▶ make past time references using when/while/before/after
- ▶ give additional information about nouns using who/which/where
- ▶ explain what is done, what things are made of
- ▶ use conditionals (0,1st, 2nd types)
- ▶ want/ask someone to do something
- ▶ use infinitive for appropriate grammatical structures
- ▶ identify and use infinitive/gerund verb forms such as want, need, hate, enjoy, mind, like.

ASSESSMENT/EVALUATION

- ▶ Students are assessed with tests, portfolios, written work, homework, reports, and their contribution to the class. Written exams are an integration of vocabulary, writing, listening, grammar and reading comprehension.
- ▶ Assessments provide all students an opportunity for success, with clear expectations outlined to them and feedback is provided regularly.
- ▶ Students are evaluated according to a standardized rubric on their participation, writing, speaking and listening skills. They are given an opportunity to demonstrate their learning through class presentations.



GRADE 6

(By the end of grade 6, students are expected to reach CEFR's A2+/-B1 level)

AIMS

The aim of the program is to develop a range of essential skills in listening, speaking, reading, writing English by thinking and developing intellectual curiosity as well as to expand their general knowledge. As the program extends and develops their exposure to literature, the students are aimed to acquire the skills needed to process, analyze, and absorb information and to think clearly, creatively, and critically about texts from various genres and respond to them. The program has been designed in such a way that many opportunities will be given to students to use their talents in creative writing, public speaking, active listening and reading to improve their language skills while extending the grammatical skills and vocabulary repertoire they have learned in the previous years. Students are also expected to acquire the necessary skills to work together responsibly and respectfully in a safe, productive learning environment.

Each student who completes this program will:

- ▶ listen and respond to a range of level appropriate texts in a variety of situations for a variety of purposes using active listening skills
- ▶ communicate in various tasks requiring a direct exchange of information on several topics and activities
- ▶ use English in social situations voluntarily
- ▶ speak with increasing confidence in front of the class
- ▶ read a wide variety of grade-level-appropriate literature/graded readers to acquire new information, gain knowledge and understanding, and for personal fulfilment
- ▶ improve their understanding of a given text by sharing their ideas of its meaning and connecting that meaning to their lives
- ▶ respond to and make personal connections with facts, characters and situations in literature with guidance
- ▶ generate, gather, organize ideas and information to write for an intended purpose and audience
- ▶ use English to assess their strengths and weaknesses
- ▶ use English to set goals for future growth
- ▶ develop an increasing intercultural openness

OBJECTIVES

Listening Skills

By the end of grade 6, students will be able to:

- ▶ identify the main point of TV news items, reporting events, accidents etc. where the visual supports the commentary



- ▶ listen and identify specific information in a presented text
- ▶ listen and do any comprehension-based activity related with listening text (gap/chart/table filling, note taking)
- ▶ predict the whole content of a listening text by listening to a part of it
- ▶ listen and respond with correct pronunciation
- ▶ listen to others attentively and share their ideas/opinions
- ▶ paraphrase short oral information.

Speaking Skills

By the end of grade 6, students will be able to:

- ▶ use English in social situations voluntarily
- ▶ express needs and give information independently
- ▶ give answers using level-appropriate vocabulary
- ▶ give descriptions of events and activities
- ▶ describe plans and arrangements, habits and routines, past activities and personal experiences
- ▶ speak about and expand on the topic presented in a text
- ▶ give reasons and explanations for opinions, plans, and actions
- ▶ give a short and rehearsed presentation on a familiar subject
- ▶ summarize a story, part of a novel, etc.
- ▶ respond to the work of peers and others
- ▶ interpret information presented visually (film, the internet, Power Point Presentations)
- ▶ participate in conversations (dramatization, role play, interviews) and discussions (to connect, retell, and explain information from texts or topics).

Reading Skills

By the end of grade 6, students will be able to:

- ▶ expand knowledge of different reading genres
- ▶ predict the general idea of a text by looking at the pictures, the title, or other clues
- ▶ use specific evidence from a text to support personal ideas
- ▶ guess the meaning of new vocabulary from contextual clues
- ▶ answer detailed questions about a level-appropriate text
- ▶ transfer or match information between a variety of texts
- ▶ identify and analyze setting, plot, characters in level-appropriate literary texts
- ▶ respond to and make personal connections with characters and situations in literature



- ▶ summarize and retell the events in a story they read in sequential order
- ▶ understand the gist of a text and find specific information about it
- ▶ develop phonological awareness while reading.

Writing Skills

By the end of grade 6, students will be able to:

- ▶ summarize level-appropriate texts
- ▶ write texts (journal entries, short stories, reports about observations and experiences, informal letters, e-mails, film/book reviews)
- ▶ take notes while listening or reading
- ▶ check their own and peers' errors and edit level-appropriate written work
- ▶ consider suggestions from others about their own writing
- ▶ transfer information from charts, maps, diagrams to writing
- ▶ build and demonstrate mechanical usage of English and grammar skills
- ▶ value writing as a process that includes pre-writing, drafting, revising, editing and publishing.

Vocabulary

By the end of grade 6, students will be able to:

- ▶ acquire a good range of vocabulary for many general topics
- ▶ acquire sufficient vocabulary for the expression of basic communicative needs
- ▶ expand and use active vocabulary
- ▶ use a hardcopy and online dictionary effectively and regularly
- ▶ guess the meaning of words from the context
- ▶ recognize word formation.

Thinking Skills

Throughout the entire program, critical thinking skills will be enhanced through the use of the cognitive domain of Bloom's taxonomy. At the basic level, there is knowledge and comprehension. At the higher level, there is application, analysis, synthesis, and evaluation. Since critical thinking happens at the higher level, this is a key component of standardized tests and an important life skill. Students are challenged with critical thinking questions during class discussions; and on chapter and unit tests throughout the year.



By the end of grade 6, students will be able to:

- ▶ develop and use age-appropriate thinking skills, such as:
 - » comprehension (by explaining, describing, interpreting, discussing, differentiating, restating)
 - » knowledge (by defining, describing, telling, identifying, listing, naming)
 - » evaluation (by assessing, comparing, criticizing, justifying, resolving, concluding)
 - » synthesizing (by combining, creating, inventing, planning, formulating, negotiating)
 - » analyzing (by connecting, inferring, comparing, contrasting, prioritizing)
 - » application (by classifying, solving, demonstrating, determining)

Study Skills

By the end of grade 6, students will be able to:

- ▶ select and extract, transform and match relevant information
- ▶ take notes for study purposes
- ▶ summarize information while studying for different purposes (for exams, lessons, etc.)
- ▶ use reading comprehension strategies such as skimming, scanning, previewing, predicting from visuals, visualizing, questioning, thinking, evaluating, inferring, drawing conclusions, and reviewing a text
- ▶ keep a vocabulary journal to ease their learning
- ▶ use dictionaries.

Structural/Functional Language Objectives (applied through all skills)

In addition to the structural/functional language objectives of the 5th grade, by the end of grade 6, students will be able to:

- ▶ use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues
- ▶ ask someone to clarify or elaborate what he or she has just said
- ▶ rehearse and try out new combinations and expressions, inviting feedback.
- ▶ work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express themselves
- ▶ have a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings may occur in non-routine situations
- ▶ socialize simply but effectively using the simplest common expressions and following basic routines
- ▶ recognize and use parts of speech (verbs/nouns/adjectives/adverbs/ determiners/pronouns/prepositions conjunctions) in all forms
- ▶ use all Wh questions as well as tag questions



- ▶ talk about the events, situations, or experiences (which happen, are happening, happened, were happening, have happened, will/are going to happen, used to happen, would/could/might/can happen) in their daily lives
- ▶ use modals (can/shall/must/have to/could/would/may/might/need/should) for ability, request, permission, obligation, prohibition, offer, suggestion, necessity, advice
- ▶ talk about possession using 'have/has got' stating purpose with infinitive
- ▶ recognize gerunds as subjects and objects
- ▶ give additional information about nouns using relative clauses
- ▶ make simple embedded sentences using 'where clauses' in addition to 'when clauses'
- ▶ show past time relations using after/ before/when
- ▶ use conditional sentences for real and imaginary situations
- ▶ make noun clauses starting with I know/think/believe/hope (that) ...
- ▶ explain what's done/ was done.

ASSESSMENT/EVALUATION

- ▶ Students are assessed with tests, portfolios, written work, homework, reports, and their contribution to the class. Written exams are an integration of vocabulary, writing, listening, grammar and reading comprehension.
- ▶ Assessments provide all students an opportunity for success, with clear expectations outlined to them, and feedback is provided regularly.
- ▶ Students are evaluated according to a standardized rubric on their participation, writing, speaking and listening skills. They are given an opportunity to demonstrate their learning through class presentations.



GRADE 7

(By the end of grade 7, students are expected to reach CEFR's -B1/B1 level.)

AIMS

The aim of the program is to enhance critical thinking skills such as recalling, understanding, applying and analysing via reading texts and to transfer this information into writing and speaking. The curriculum is a blend of learning the rules of the English language and focusing on listening, speaking, reading, writing skills. Students are also expected to develop an awareness of the advantages of learning a foreign language. The study of authentic texts will not only improve students' language skills but also enable them to get to know themselves and the world around them better, thereby enriching their life-experience. By the end of grade 7, students will recognize the characteristics of various genres both in fiction and non-fiction. As students continue to develop analysis skills through different kinds of texts, they will begin to understand how written texts are often used to reveal the human condition at a given time, place, and culture. Students will write both informally and formally. In informal writing students will relate the literature they have read to their own life experience in their journal entries. In formal writing, they will focus on the writing process itself by studying paragraph types and writing well-organized paragraphs.

Each student who completes this program will:

- ▶ read a wide variety of grade-level appropriate authentic literature/graded readers to acquire new information, gain knowledge and understanding, and for personal fulfilment
- ▶ write grade-level appropriate texts for a variety of purposes both formally and informally
- ▶ use the writing process to write well-organized paragraphs
- ▶ use English to expand on their ability to communicate orally in both social and school settings to express their thoughts, feelings, and experiences in a variety of forms for a variety of audiences using skills and strategies of effective speakers
- ▶ use English to assess their strengths and weaknesses; set goals for future growth
- ▶ demonstrate active listening skills essential for comprehension, evaluation, problem solving, task completion, and pleasure.

OBJECTIVES

Listening Skills

By the end of grade 7, students will be able to:

- ▶ listen attentively and purposefully to a range of texts from a variety of sources for pleasure and specific or detailed information, such as location, roles, mood, attitude, opinion, feeling
- ▶ listen to others attentively and share their ideas/opinions
- ▶ ask for clarification when comprehension is unclear
- ▶ get the overall gist of a listening text and a dialogue between people



- ▶ follow a conversation and an extended discussion
- ▶ understand and carry out 3-4 step instructions given orally
- ▶ understand a variety of different accents, speakers and situations
- ▶ paraphrase given oral information.

Speaking Skills

By the end of grade 7, students will be able to:

- ▶ ask questions to clarify and gain information
- ▶ share information on more abstract and cultural topics such as films, books, music, current events, etc.
- ▶ share ideas, decisions, observations, and experiences, courteously during structured small and large group talks and fulfil own role as a group member
- ▶ express needs and respond to feelings, ideas and opinions on social and school-related topics
- ▶ participate in conversations (dramatization, role play, interviews, etc.) and discussions (to connect, retell and explain information from texts or topics)
- ▶ respond to others while listening
- ▶ request and provide clarification
- ▶ participate in whole class, group, and pair discussions to persuade, evaluate and justify on a wide range of topics
- ▶ respond to the work of peers and others
- ▶ explore alternative ways of saying things when they experience difficulty
- ▶ interpret information presented visually (film, the internet, Power Point Presentations) and talk about their own interpretations.

Reading Skills

By the end of grade 7, students will be able to:

- ▶ read authentic/graded stories and novels
- ▶ choose and read different reading materials (books, poems, comics and magazines)
- ▶ read independently
- ▶ read and understand complex directions
- ▶ preview and get an overall understanding of the layout of the reading texts
- ▶ make predictions about a text through scanning
- ▶ get the gist through skimming texts
- ▶ identify the main events in any reading texts
- ▶ find the main ideas in a text



- ▶ read and paraphrase a text using their own words
- ▶ guess the meaning of unknown words through context clues in a text
- ▶ use context to aid their understanding, make inferences and draw conclusions while reading
- ▶ distinguish between fact and opinions in reading passages
- ▶ understand and define story elements (title, setting, theme, conflict, plot, rising and falling action, climax, conclusion/resolution, point of view, and life lessons/morals).
- ▶ make connections to other books, point of view, and to their own life experiences.
- ▶ foster a love of reading.

Writing Skills

By the end of grade 7, students will be able to:

- ▶ join ideas to write compound and complex sentences
- ▶ take notes while listening or reading
- ▶ summarize a text in a paragraph
- ▶ apply writing as a process that includes prewriting, drafting, revising, editing and publishing
- ▶ apply pre-writing strategies (free writing, brainstorming, clustering, etc.)
- ▶ use an outline to plan paragraphs
- ▶ write effective hooks/attention getting sentences to begin a text
- ▶ write facts about a topic and support them with details
- ▶ write well-organized paragraphs with unity and coherence
- ▶ express cause and effect in their writings
- ▶ compare and contrast ideas in their writings
- ▶ give opinions and examples in their writings
- ▶ write formal and informal letters, e-mails and film/book reviews
- ▶ revise writing to make sure it makes sense
- ▶ edit for use of English, mechanics, content, format, organization, and use of vocabulary
- ▶ maintain and develop a writing portfolio.

Vocabulary

By the end of grade 7, students will be able to:

- ▶ understand and figure out vocabulary from prefixes and suffixes
- ▶ recognize vocabulary categories
- ▶ recognize synonyms and antonyms
- ▶ guess the meaning of words from context



- ▶ expand and use active vocabulary
- ▶ use a dictionary effectively and regularly
- ▶ use the correct form of the words in context

Thinking Skills

By the end of grade 7, students will be able to:

- ▶ take notes to record important information and aid one's own learning applying self-monitoring and self-corrective strategies to build and expand a knowledge base
- ▶ relate literature to personal experience
- ▶ generalize from detailed facts to specific principles
- ▶ compare and contrast facts about concrete things, such as people, sports, books
- ▶ draw conclusions from what they hear or read
- ▶ visualize the characters, events in a story and act it out, draw a picture, prepare a poster/book cover
- ▶ distinguish between beliefs and scientific facts
- ▶ identify pros and cons in any given text
- ▶ select, connect, retell, explain; and extract information, facts and details from texts or topics
- ▶ express cause and effect in reading and writing.

Study Skills

By the end of grade 7, students will be able to:

- ▶ use reading comprehension strategies, such as skimming, scanning, previewing, predicting from visuals, visualizing, questioning, thinking, evaluating, inferring, drawing conclusions, and reviewing text
- ▶ use context to construct meaning
- ▶ determine and establish the conditions that help one become an effective learner (e.g. when, where, how to study)
- ▶ plan how and when to use cognitive strategies and apply them to a learning task with guidance
- ▶ keep a vocabulary journal
- ▶ actively connect new information to information previously learned
- ▶ evaluate their own and their peers' success in a completed learning task with guidance
- ▶ use writing strategies, such as collaborating, evaluating, free writing, outlining, pre-writing, brainstorming, proofreading, researching, setting a purpose, synthesizing, using organizers
- ▶ self-evaluate their language development
- ▶ improve their note-taking skills
- ▶ collaborate with peers



- ▶ manage time
- ▶ use study methods, such as PQRS (Preview, Question, Read, Summarise, Test)
- ▶ demonstrate knowledge in a variety of contexts through performance tasks and project work.

Structural/Functional Language Objectives (applied through all skills)

In addition to the structural and functional objectives of the 6th grade, by the end of grade 7 students will be able to:

- ▶ recognize and use parts of speech (verbs/nouns/adjectives/adverbs/ determiners/pronouns/ prepositions/conjunctions) in all forms
- ▶ use all Wh questions as well as the tag ones
- ▶ talk about the events, situations, or experiences (which happen, are happening, happened, were happening, have happened, had happened, will/are going to happen, used to happen, would/could/might/can't happen) in their daily lives
- ▶ use modals (can/shall/must/have to/could/would/may/might/ need/ should/ ought to) for ability, request, permission, obligation, prohibition, offer, suggestion, necessity, advice
- ▶ talk about possession using 'have/has got' stating purpose with infinitive
- ▶ recognize gerunds as subjects and objects
- ▶ give additional information about nouns using relative clauses
- ▶ make simple embedded sentences using where clauses in addition to when clauses
- ▶ show past time relation using after/before
- ▶ use conditional sentences for real, imaginary situations
- ▶ make noun clauses starting with I know/ think/ believe/ hope (that)
- ▶ explain what's done/was done.

ASSESSMENT/EVALUATION

- ▶ Written exams will be an integration of vocabulary, listening, structure, literature, comprehension and writing.
- ▶ Performance-based assessment (student portfolios, teacher observation, self assessment, projects, essays, oral presentations).



GRADE 8

(By the end of grade 8, students are expected to reach CEFR's B1/ B1+ level.)

AIMS

The aim of the program is to improve students' language skills and to prepare them for the future demands of High School within a positive, safe, responsible, and respectful learning environment. It is an intensive reading and writing English program, which also aims to extend the grammatical skills and vocabulary repertoire acquired in the previous years. The reading texts are comprised of a variety of authentic fiction and non-fiction representing various genres. Through the study of these texts and language course books, students will be empowered with the language to express themselves in English in both written and oral communication with a high degree of accuracy and fluency. Enhancing critical thinking skills, applying active reading strategies, process writing, analyzing different genres and making effective speeches are some of the main goals of this program.

Each student who completes this program will:

- ▶ understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar
- ▶ understand most TV news, current affairs programs and the majority of films in a standard dialect
- ▶ understand the main ideas of complex texts
- ▶ express themselves in English in both written and oral communication accurately and fluently
- ▶ demonstrate active listening skills essential for comprehension, evaluation, problem solving, task completion and pleasure
- ▶ enhance and demonstrate critical and creative thinking skills
- ▶ use the language fluently, accurately and effectively on a wide range of general, social or leisure topics
- ▶ use reading and learning strategies effectively
- ▶ obtain a certificate of an international English exam to prove having reached B1 level (with reference to CEFR) on the condition that he/she has been studying at a TED School since grade level 1.

OBJECTIVES

Listening Skills

By the end of grade 8, students will be able to:

- ▶ understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal or social life
- ▶ understand recordings in a standard dialect likely to be encountered in social and school life and identify the viewpoints and attitudes of the speaker as well as information content
- ▶ understand a variety of different speakers, accents and situations



- ▶ listen to others attentively and participate in group discussions and debates to share ideas/opinions and offer feedback
- ▶ paraphrase oral information
- ▶ improve their note-taking skills as they listen.

Speaking Skills

By the end of grade 8, students will be able to:

- ▶ have a sufficient range of language to be able to give clear descriptions, express viewpoint on most general topics
- ▶ have a clear, natural, pronunciation and intonation
- ▶ express themselves clearly, accurately and fluently in a formal or informal register, appropriate to situation and person
- ▶ intervene appropriately in discussion, exploiting appropriate language to do so
- ▶ use correct intonation and stress patterns to convey meaning
- ▶ take an active part in discussions in familiar contexts
- ▶ produce stretches of language with a fairly even tempo; although they can be hesitant with them
- ▶ show a relatively high degree of grammatical control, trying not to make errors which may cause misunderstanding
- ▶ correct most of their own mistakes
- ▶ initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest
- ▶ make a short speech on any given topic
- ▶ use English in social situations
- ▶ survive in an unexpected/unplanned conversation in English
- ▶ use language appropriately across the curriculum for different purposes and audiences.

Reading Skills

By the end of grade 8, students will be able to:

- ▶ develop and enhance critical and creative thinking skills via reading techniques and strategies
- ▶ select and finish reading material on their own
- ▶ improve their active reading strategies and establish some for the reading material
- ▶ identify the author's point of view and purpose
- ▶ read articles and reports and comment on them
- ▶ distinguish a first-person point of view from a third-person point of view
- ▶ identify stages of plot and demonstrate them in a diagram



- ▶ enhance their skimming and scanning skills
- ▶ make predictions and inferences while analyzing texts
- ▶ draw conclusions and read between the lines
- ▶ make use of context clues for unfamiliar words in a text
- ▶ make character analysis by making use of clues or details in a story
- ▶ identify the setting of a story with supporting details
- ▶ identify the main idea and supporting details in a text
- ▶ identify the conflict in a story
- ▶ identify cause and effect relationship in any reading texts
- ▶ follow the sequence of a story and analyze the plot
- ▶ respond to texts by making connections to other books, point of view and to their own life experiences.

Writing Skills

By the end of grade 8, students will be able to:

- ▶ write topic sentences, thesis statements and concluding sentences for an essay
- ▶ write about their feelings and opinions in a well-organized manner
- ▶ write clear, detailed, well-structured and developed descriptions of real or imaginary events and experiences
- ▶ write for different purposes and audiences with some guidance
- ▶ use a variety of linking words efficiently to mark clearly the relationship between ideas
- ▶ apply the writing process; pre-writing/drafting/revising/editing/proof-reading/final copy
- ▶ use different types of pre-writing strategies
- ▶ use an outline to plan multiple paragraphs
- ▶ focus on ideas and content, sentence fluency, organization, word choice, outline, voice, conventions and presentation during the writing process
- ▶ have unity and coherence in essays
- ▶ support information in a well-organized manner
- ▶ produce effective writing on demand for various types of essays; expository, narrative, compare/contrast, cause effect, descriptive and persuasive
- ▶ write fiction with clear beginning, middle and end
- ▶ check for use of English, vocabulary, mechanics, content, format and organization.



Vocabulary

By the end of grade 8, students will be able to:

- ▶ make use of context clues for unfamiliar words in a text
- ▶ use new vocabulary in discussion and writing
- ▶ analyze the effect of word choice
- ▶ expand and use active vocabulary
- ▶ use a dictionary or a thesaurus effectively and regularly
- ▶ use the correct form of the words in context.

Thinking Skills

Students will be able to enhance their critical thinking and learning skills by:

- ▶ applying active reading strategies, such as connecting to one's personal experiences, visualizing, predicting, asking questions, clarifying, evaluating, making inferences, drawing conclusions, reading between the lines, making judgements, identifying conflict, focusing on author's purpose, making plot analysis, identifying cause and effect relationship, distinguishing fact from opinion, making use of context clues for unfamiliar words, skimming and scanning
- ▶ applying critical and creative thinking skills into their studies, assignments and classroom activities.

Study Skills

By the end of grade 8, students will be able to:

- ▶ use study techniques, learning and reading strategies effectively
- ▶ use multimedia and technology appropriately in all skills
- ▶ work cooperatively with peers
- ▶ analyze short stories, novels, extracts and poems on their own
- ▶ revise and edit their own/peer's writing
- ▶ keep/make use of a vocabulary lists
- ▶ evaluate their own success by following a rubric in a completed task
- ▶ self-evaluate their language development
- ▶ gather and use information from a variety of sources
- ▶ plan how and when to use cognitive strategies and apply them appropriately to a learning task
- ▶ actively connect new information to information previously learnt
- ▶ manage time efficiently.



Structural/Functional Language Objectives (applied through all skills)

In addition to the structural and functional language objectives of the 7th grade, by the end of grade 8, students will be able to:

- ▶ talk about events, situations, or experiences (which happen, are happening, happened, were happening, have happened, had happened, will/are going to happen, used to happen, would/could/might/can happen) in their daily lives
- ▶ describe a person or an object by employing personal and descriptive adjectives
- ▶ make present and past deductions
- ▶ give advice and recommend someone to do something
- ▶ respond kindly to criticism and develop an appropriate language for discussion and debate
- ▶ persuade someone to do something
- ▶ report what someone says/has said/said using the reporting verbs: say/tell/ask/ order/warn/suggest/ offer/advise/promise/invite/remind/threaten/beg/explain/ apologize/thank/reply
- ▶ use structures: have/get something done, let/make/have someone do something, get/allow someone to do something
- ▶ explain what is done, is being done, has been done, was done, will/is going to be done, should/would/ could/ might be done
- ▶ use conditional sentences for real, imaginary, and hypothetical situations
- ▶ express regrets using I wish..., If I had/hadn't...

ASSESSMENT/EVALUATION

- ▶ Fiction and non-fiction texts are given in the written exams to analyze and relate to students' own experiences.
- ▶ Draft check is done to give positive feedback and encourage students to improve their writing skills.
- ▶ Creativity and accuracy are two strong elements that are sought in students' responses in written exams.
- ▶ All the questions in written and spoken exams (including open-ended ones) are checked according to a rubric, which is presented in the exam paper.



GRADE 9

(By the end of grade 9, students are expected to reach CEFR's B1+/B2 level.)

AIMS

The aim of the program is to maintain the students' smooth transition into a more academic level of English through the study of literary pieces and authentic materials. While reaching this aim, the students will be developing interest in reading, writing, thinking and creating. They will also focus on Academic Essay writing, which will help them to organize their ideas and thoughts logically. The overall course is comprised of literature, writing books and an advanced course book.

Each student who completes this program will:

- ▶ improve four language skills at the grade appropriate level through the study of literary pieces and authentic material
- ▶ identify any language errors in various contexts of daily life, such as internet, movies, TV series
- ▶ understand and respond to texts written in different styles
- ▶ communicate fluently in writing and verbally
- ▶ give effective presentation using technology
- ▶ become aware of the advantages of learning another language
- ▶ feel the joy and responsibility for their own learning to become independent life-long learners.

OBJECTIVES

Listening Skills

By the end of grade 9, students will be able to:

- ▶ improve their active listening and viewing skills
- ▶ realize the purpose of the speaker
- ▶ listen and respond accordingly
- ▶ take notes while listening
- ▶ identify a central theme or thesis in a conversation
- ▶ identify inferences while listening.



Speaking Skills

By the end of grade 9, students will be able to:

- ▶ gain fluency in oral expression
- ▶ improve pronunciation
- ▶ responding to speakers in a variety of ways/situations
- ▶ speak fluently in formal and informal situations (whole/collaborative group discussion, partner discussion, debate, dramatisation, speech/talk, interpretive reading, personal experience, oral report)
- ▶ use appropriate speaking behaviour for a variety of purposes (to inform, to persuade, to respond, to summarise, to give directions, to present on a school related topic)
- ▶ plan and make oral presentations (focusing and limiting topic, gathering and organising information, outlining and drafting the speech, responding to audience questions).

Reading Skills

By the end of grade 9, students will be able to:

- ▶ recognise reading structure (topic, main idea, supporting details)
- ▶ use pre-reading strategies (using schemata, pictures, mind maps, previewing, researching on the topic)
- ▶ develop reading strategies specific to the genre (identifying fact and opinion, skimming and scanning, ordering events, understanding sequence, recognising cause and effect, classifying, comparing and contrasting, generalising, reading between the lines, making inferences)
- ▶ use post-reading strategies (summarising, paraphrasing, drawing conclusions, class discussions)
- ▶ identify and analyse the elements of a short story (setting, theme, plot, characterisation)
- ▶ identify and interpret literary terms in short stories, poems, and novels (conflict, climax, imagery, simile, metaphor, irony, personification, symbolism)
- ▶ analyze literary texts for themes
- ▶ identify and analyse a writer's or character's point of view in literature
- ▶ develop a positive attitude towards reading.

Writing Skills

By the end of grade 9, students will be able to:

- ▶ review the writing process which includes the stages, such as generating ideas, brainstorming, clustering, organizing ideas, outlining, drafting and proofreading
- ▶ write a recipe, a simple story, a film/book review
- ▶ follow the steps of writing process to write well-organised paragraphs (opinion, compare and contrast, cause and effect)



- ▶ follow the steps of writing process to write essays (division and classification, cause and effect, compare and contrast, opinion, literary essay)
- ▶ respond to sections of the works studied in a literary journal
- ▶ use spelling, punctuation, capitalisation and parts of speech correctly in writing
- ▶ improve sentences using parallel structure, details, a variety of sentence structures and effective transitions.
- ▶ identify and correct errors in writing
- ▶ write compound and complex sentences
- ▶ express thoughts and opinions creatively and confidently through independent writing such as diaries and journals

Vocabulary

By the end of grade 9, students will be able to:

- ▶ expand and use active vocabulary
- ▶ use a dictionary and thesaurus effectively and regularly
- ▶ guess words from context
- ▶ recognise words with the same or similar meanings
- ▶ recognise vocabulary categories
- ▶ identify synonyms
- ▶ identify parts of speech
- ▶ understand and figure out vocabulary from prefixes and suffixes

Thinking Skills

By the end of grade 9 students will be able to:

- ▶ respond critically to literature (question, predict, interpret, analyze, evaluate, connect, summarise)
- ▶ respond creatively to literature in written, oral, dramatic and graphic ways
- ▶ relate literature to personal experience
- ▶ evaluate the effect created by the writer
- ▶ discuss the effects of the period on the related literary pieces
- ▶ generalise situations, events and concepts
- ▶ compare and contrast situations, events and characters
- ▶ draw conclusions/make judgements
- ▶ visualise events, situations and characters
- ▶ identify pros and cons of any events/situation/idea.



Study Skills

By the end of grade 9 students will be able to:

- ▶ use effective study techniques that best fit them
- ▶ reflect, review, and evaluate their performance on a completed task or an exam and take steps to improve
- ▶ sort and group information and ideas
- ▶ use multimedia and technology as appropriate in all skills
- ▶ take notes for study purposes
- ▶ make use of the parts of a book (footnotes, text features, appendices, etc.) effectively
- ▶ locate and use reference sources (almanac, bibliography, card catalogue, handbook, electronic media, newspapers, periodicals)
- ▶ revise and edit their own/peer's product
- ▶ work cooperatively with others towards a common goal
- ▶ integrate reading and writing into school, home, leisure-time activities.

Structural/Functional Language Objectives (applied throughout all skills)

- ▶ The following patterns will be revised for accuracy in writing; and remedial exercises will be given according to the needs of students: Verb tenses, subject-verb agreement, parallel structures, prepositions, pronoun reference, articles, sentence fragments, run-on sentences.
- ▶ Students will be able to use the transition signals with the following functions to connect ideas in writing: Adding ideas, giving examples, expressing unexpected result, expressing reason, purpose, result, showing opposition, comparing and contrasting, showing cause and effect.
- ▶ Students will be able to construct and complete compound and complex sentences to express themselves in writing.

ASSESSMENT/EVALUATION

- ▶ Written exams will be an integration of vocabulary, use of English, writing, literature and comprehension.
- ▶ Performance Based Assessment (student portfolios, teacher observation, self assessment, peer assessment, projects, journals, essays, research papers, oral presentations).



GRADE 10

(By the end of grade 10, students are expected to reach CEFR's B2/B2+ level.)

AIMS

The aim of the program is to engage the students more actively in analyzing concepts and literature both in spoken and written English. The students will now start to apply what is learned in 9th grade while building on the previous knowledge. IGCSE/TOEFL/IELTS/PROFICIENCY preparation will start as a part of the 10th grade curriculum. The overall course is comprised of literature, writing, and a compiled non-fiction reading booklet interlinked with speaking and listening sections as well as specific classes for IGCSE/TOEFL/IELTS/PROFICIENCY preparation.

Each student who completes this program will:

- ▶ improve four language skills at the grade appropriate level through the study of literary pieces and authentic materials
- ▶ express feelings, ideas and requests in writing and verbally
- ▶ understand and respond to various texts written in different styles
- ▶ write well-organised essays on various topics
- ▶ develop analytical and critical thinking skills through using four skills
- ▶ gain fluency and self confidence in oral expression of English language
- ▶ obtain a certificate of an international English exam to prove having reached B2 level on the condition that he/she has been studying at a TED School since grade level 3.

OBJECTIVES

Listening Skills

By the end of grade 10 students will be able to:

- ▶ improve their active listening and viewing skills
- ▶ take notes while listening to lectures/speeches and answer the questions by looking at their notes
- ▶ select information from an oral source
- ▶ develop IGCSE/TOEFL/IELTS/PROFICIENCY specific listening strategies

Speaking Skills

By the end of grade 10, students will be able to:

- ▶ gain fluency in oral expression
- ▶ respond to speakers in a variety of ways
- ▶ apply paraphrasing strategies for the information while giving an oral presentation



- ▶ use appropriate language for different purposes
- ▶ speak fluently in formal and informal situations (group discussion, debate, personal experience, oral report)
- ▶ express themes and insights about the novels/stories/poems in a class discussion and relate them to real life.

Reading Skills

By the end of grade 10, students will be able to:

- ▶ recognise reading structure (topic, main idea, supporting details and examples)
- ▶ use pre-reading strategies (using schemata, mind maps, previewing, researching on the topic)
- ▶ use reading strategies specific to the genre (identifying fact and opinion, skimming and scanning, ordering events, understanding sequence, recognising cause and effect, classifying, comparing and contrasting, generalising, reading between lines, identifying inferences)
- ▶ use post-reading strategies (summarising, paraphrasing, drawing conclusions, class discussions)
- ▶ analyze different texts or different novel excerpts that focus on the same themes
- ▶ analyze a writer's or character's point of view in literature.

Writing Skills

By the end of grade 10 students will be able to:

- ▶ write essays in a more advanced level (compare-contrast, cause-effect, opinion, persuasive/argumentative, analysis)
- ▶ interpret visual information in the form of graph in a paragraph
- ▶ respond to sections of the works studied in a literary journal
- ▶ support their thesis in their written work by referring to textual evidence in a piece of literature
- ▶ express thoughts and opinions creatively and confidently through independent writing, such as journals, articles, book reports, news reports, witness statements, headlines, etc.).

Vocabulary

By the end of grade, 10 students will be able to:

- ▶ expand and use active vocabulary
- ▶ use a dictionary and thesaurus effectively
- ▶ guess the meaning from context
- ▶ identify synonyms and antonyms
- ▶ identify parts of speech
- ▶ use more advanced vocabulary.



Thinking Skills

By the end of grade 10, students will be able to:

- ▶ respond critically to literature
- ▶ relate literature to personal experience
- ▶ generalise situations, events and concepts
- ▶ compare and contrast situations, events, settings and characters
- ▶ draw conclusions from what they see/hear/read in English
- ▶ distinguish facts and opinions in written and oral language
- ▶ question ideas presented in English.

Study Skills

By the end of grade, 10 students will be able to:

- ▶ reflect, review and evaluate their performance
- ▶ use technology effectively while studying
- ▶ take clear and accurate notes
- ▶ revise and edit their own product and peer's product
- ▶ work cooperatively with others towards a common goal
- ▶ use strategies for building vocabulary
- ▶ make the information meaningful to keep it in mind for a longer time
- ▶ use feedback from peers and teachers
- ▶ integrate reading and writing into school, home, leisure-time activities.

Structural/Functional Language Objectives (applied throughout all skills)

- ▶ The following patterns will be revised for accuracy in writing; and remedial exercises will be given according to the needs of students: Verb tenses, subject verb agreement, parallel structures, prepositions, pronoun reference, articles, sentence fragments, run-on sentences.
- ▶ Students will be able to use the transition signals properly and effectively in their written and oral work.
- ▶ Students will be able to construct and complete compound and complex sentences to express themselves in writing.

ASSESSMENT/EVALUATION

- ▶ Written exams will be an integration of vocabulary, use of English, writing, literature and comprehension.
- ▶ Performance-based assessment will be used (writing portfolios, teacher observation, self assessment, peer assessments, projects, journals, essays, research papers, oral presentations, book reports).



GRADE 11

(By the end of grade 11, students are expected to reach CEFR's C1 level.)

AIMS

The 11th grade English course is mainly focused on literary analysis. The 11th grade students will be analyzing literature and different genres. The students are expected to write essays on novels analyzed. 11th graders will be encouraged to take the TOEFL/ IELTS/PROFICIENCY exam and TOEFL/IELTS/PROFICIENCY preparation will be part of the English course. Students will put forward their opinions in academic essays. It is expected that students have thoroughly grasped the fundamentals of the essay process as they will mainly be graded in conveying opinions through writing.

Each student who completes this program will:

- ▶ convey thoughts and opinions fluently in speaking and writing
- ▶ organize thoughts well using their English language skills
- ▶ write well developed essays on various topics
- ▶ think critically on differences and express their thinking in spoken and written language by using skills such as analysing, evaluating, synthesizing and justification
- ▶ write responses to literature pieces such as short stories and poems
- ▶ engage in debates and discussion in English confidently and actively.

OBJECTIVES

Listening Skills

By the end of grade 11, students will be able to:

- ▶ improve their active listening skills
- ▶ take notes while listening to lectures/speeches and answer the comprehension questions with the help of their notes
- ▶ select information from an oral source
- ▶ develop TOEFL/IELTS/PROFICIENCY specific listening strategies
- ▶ identify and comprehend different accents.



Speaking Skills

By the end of grade 11, students will be able to:

- ▶ speak confidently and clearly using language appropriate to purpose and audience
- ▶ use persuasive language during debates and class discussions
- ▶ express themes and insights about the novels in class discussion and relate them to real life.

Reading Skills

By the end of grade 11, students will be able to:

- ▶ use pre-reading activities on a variety of fiction and non-fiction texts
- ▶ know and practice TOEFL/IELTS/PROFICIENCY reading strategies
- ▶ use post-reading strategies (summarising, paraphrasing, drawing conclusions, class discussions)
- ▶ analyze different texts or different novel excerpts that focus on the same themes
- ▶ analyze a writer's or character's point of view in literature
- ▶ interpret newspaper headlines
- ▶ compare and contrast characters, settings, themes in the same piece of work or in different ones
- ▶ critically examine a wide range of texts in different forms and styles.

Writing Skills

By the end of grade 11, students will be able to:

- ▶ write essays in a more advanced level (compare-contrast, cause-effect, opinion, persuasive/argumentative, CV writing, analysis)
- ▶ respond to sections of the works studied in a literary journal
- ▶ support their thesis in their writing by referring to textual evidence in the piece of literature
- ▶ express thoughts and opinions creatively and confidently through independent writing such as journals, articles, book reports, etc.)
- ▶ write a news article.

Vocabulary

By the end of grade 11, students will be able to:

- ▶ expand and use active vocabulary
- ▶ guess the meaning of advanced vocabulary items from context
- ▶ use more advanced vocabulary in spoken and written forms of language.



Thinking Skills

By the end of grade 11, students will be able to:

- ▶ respond critically to literature/literary works
- ▶ relate literature to personal experience and express this relation
- ▶ generalize situations, events, and concepts
- ▶ compare and contrast situations, events, settings, and characters
- ▶ draw conclusions from different examples of literary pieces such as short stories
- ▶ distinguish facts and opinions in a written text
- ▶ question ideas in literary texts like short stories, or reading texts in the textbook.

Study Skills

By the end of grade 11, students will be able to:

- ▶ reflect, review and evaluate their performance
- ▶ use technology effectively to support learning, and for study purposes
- ▶ take clear and accurate notes
- ▶ revise and edit their own product and peer's product
- ▶ work cooperatively with others towards a common goal
- ▶ make the information meaningful to keep it in mind for a longer time
- ▶ use feedback from various sources to improve their language learning
- ▶ integrate reading and writing into school, home, leisure-time activities.

Structural/Functional Language Objectives (applied throughout all skills)

- ▶ Students will be able to construct and complete compound and complex sentences to express themselves in speaking and writing.

ASSESSMENT/EVALUATION

- ▶ Written exams will be an integration of vocabulary, use of English, writing, literature and comprehension.
- ▶ Performance Based Assessment (writing portfolios, teacher observation, self assessment, peer assessments, projects, journals, essays, research papers, oral presentations, book reports).



GRADE 12

(By the end of grade 12, students are expected to reach CEFR's C1+ level.)

AIMS

The senior year English program is aimed at preparing the students for a higher academic life by engaging them in discussions and written responses on controversial topics and genres of literature and art. They will be analyzing and responding to literature through writing and discussion.

Each student who completes this program will:

- ▶ convey thoughts and opinions fluently in speaking and writing
- ▶ organize thoughts well and use language to formulate them
- ▶ write well-developed academic essays on various topics
- ▶ think critically on different types of themes and concepts and express their thought using their language skills
- ▶ write response (essays) to literary pieces, such as poetry and short stories
- ▶ engage in debates and discussion without difficulty
- ▶ discuss and respond to controversial topics.

OBJECTIVES

Listening Skills

By the end of grade 12, students will be able to:

- ▶ take notes while listening to lectures/speeches and answer the comprehension questions with the help of their notes
- ▶ select information from an oral source easily.

Speaking Skills

By the end of grade 12, students will be able to:

- ▶ speak confidently and clearly using language appropriate to purpose and audience
- ▶ use persuasive language during debates and class discussions
- ▶ express themes and insights about the novels, stories, plays, poems in class discussion and relate them to real life
- ▶ watch, analyze and comment on various genres of movies
- ▶ structure arguments and support them with relevant examples through speaking.



Reading Skills

By the end of grade 12, students will be able to:

- ▶ analyze different themes and characters in novels, short stories, plays, poems, and explain these themes with reference to specific examples from the source
- ▶ critically examine a wide range of texts in different forms and styles.

Writing Skills

By the end of grade 12, students will be able to:

- ▶ write literary analysis essays
- ▶ write opinion essays
- ▶ reinforce the research process (researching by using a specific reference section of the library, researching various research paths, taking notes on relevant information, writing bibliography, recognizing a credible source, in-text citation according to the MLA format, keeping up with deadlines for certain parts of the project, creating a final product).

Vocabulary

By the end of grade 12, students will be able to:

- ▶ expand and use active vocabulary.

Thinking Skills

By the end of grade 12, students will be able to:

- ▶ respond critically to literature by using skills, such as evaluating, analysing, questioning, justifying, drawing conclusions and distinguishing fact and opinions
- ▶ relate literature to personal experience
- ▶ generalise situations, events and concepts
- ▶ compare and contrast situations, events, settings and characters
- ▶ read, listen and discuss current, controversial events and issues.



Study Skills

By the end of grade 12, students will be able to:

- ▶ reflect, review and evaluate their performance
- ▶ use technology and the library effectively to enhance their learning
- ▶ take clear and accurate notes
- ▶ make the information meaningful to keep it in mind for a longer time
- ▶ use feedback effectively.

Structural/Functional Language Objectives (applied throughout all skills)

- ▶ Students will be able to use all the structures of English language at an advanced level.

ASSESSMENT/EVALUATION

- ▶ Written exams will be an integration of writing, literature and comprehension.
- ▶ Performance based Assessment (writing portfolios, teacher observation, self assessment, peer assessments, projects, journals, essays, research papers, oral presentations, book reports).



PREPARATORY CLASS

(By the end of the Prep year, students are expected to reach CEFR's B1/B1+ level.)

AIMS

The Prep curriculum is a blend of learning the rules of the English language and focusing on listening, speaking, reading and writing skills. Students are oriented towards the development of life-long learning skills and a discovery of the joy of learning English. The program provides intensive language instruction, which aims to equip students with the language skills necessary to undertake a demanding course of study in High School. Students at this level will read an array of authentic novels, short stories and non-fiction, followed by in-depth discussion and writing. The study of authentic texts will not only improve the students' language skills but also enable them to get to know themselves and the world around them better, enriching their life experiences. The curriculum has been designed accordingly.

Each student who completes this program will:

- ▶ read a wide variety of grade-level appropriate authentic literature to acquire new information, gain knowledge and understanding
- ▶ use English to expand on their ability to communicate orally to express their thoughts, feelings and experiences
- ▶ use the writing process to write well-organized paragraphs
- ▶ improve their understanding of a given text by sharing their ideas of its meaning and connecting that meaning to their lives
- ▶ respond to and make personal connections with facts, characters and situations in readers/literary texts
- ▶ demonstrate active listening skills essential for comprehension, task completion, and pleasure.

OBJECTIVES

Listening Skills

By the end of the Prep year, students will be able to:

- ▶ identify the main point of TV news items, reporting events, accidents etc. where the visual supports the commentary
- ▶ listen and do any comprehension-based activity related with the listening text (gap/chart/table filling, note taking)
- ▶ predict the whole content of any listening text by listening to a part of it
- ▶ listen and respond with correct pronunciation
- ▶ listen attentively and purposefully to a range of texts from a variety of sources for pleasure and for specific or detailed information, such as location, roles, mood, attitude, opinion, feeling
- ▶ know when to ask for clarification when comprehension is unclear



- ▶ answer gist and specific questions
- ▶ note main ideas and details
- ▶ paraphrase oral information
- ▶ summarize what they have read or listened to using the target structures and vocabulary
- ▶ listen to others attentively and participate in group discussions and debates to share their ideas and opinions.

Speaking Skills

By the end of the Prep year, students will be able to:

- ▶ act out informal dialogues and conversations,
 - » to deal with common aspects of everyday living, such as travel, lodgings, shopping and eating
 - » to get all the information needed at a travel agency, train station, hotel, post office, bank, etc.
 - » to ask for everyday goods and services at a shopping mall, restaurant, hotel, hospital, etc.
 - » to get information about transportation (bus, train, plane, taxi)
- ▶ ask for and give directions referring to a map or plan
- ▶ follow directions
- ▶ ask questions to clarify content and meaning, and to gain information
- ▶ give answers using level-appropriate vocabulary
- ▶ use English in social situations voluntarily
- ▶ express needs and give information independently
- ▶ give descriptions of events, activities, people, places and possessions
- ▶ describe plans and arrangements, habits and routines, past activities and personal experiences
- ▶ speak about and expand on the topic presented in a text
- ▶ give reasons and explanations for opinions, plans and actions
- ▶ give a short and rehearsed presentation on a familiar subject
- ▶ share ideas, decisions, observations and experiences courteously during a structured group work activity; and fulfil own role as a group member
- ▶ share information on more abstract and cultural topics such as films, books, music, current events, etc.
- ▶ express needs, and respond to feelings, ideas and opinions on social and academic topics
- ▶ participate in conversations (dramatization, role play, interviews) and discussions (to connect, retell and explain information from texts or topics)
- ▶ respond to others while listening
- ▶ explore alternative ways of saying things when they experience difficulty (paraphrase)
- ▶ request and provide clarification



- ▶ participate in whole-class, group, and pair discussions to persuade, evaluate and justify on a wide range of topics
- ▶ analyze and infer from the given information
- ▶ respond to the work of peers and others
- ▶ interpret information presented visually (film, internet, power point presentations)
- ▶ use effective speaking skills and strategies during oral presentations (eye contact, projecting voice, etc.)
- ▶ summarise a story/part of a novel, etc. and speak about it.

Reading Skills

By the end of the Prep year, students will be able to:

- ▶ read authentic and simplified stories and readers
- ▶ choose and read a variety of reading materials (books, poems, comics and magazines)
- ▶ read independently
- ▶ read and understand complex directions
- ▶ preview and get an overall understanding of the layout
- ▶ make predictions about a text through scanning
- ▶ get gist through skimming
- ▶ identify the main events
- ▶ identify steps in a process
- ▶ identify point of view
- ▶ read between the lines
- ▶ sequence a story
- ▶ paraphrase a text
- ▶ guess the meaning of unknown words through context clues in the text
- ▶ use context of a reading material to aid their understanding, make inferences and draw conclusions
- ▶ distinguish between fact and opinions in reading texts (stories, novels, articles, reports, etc.)
- ▶ understand and define story elements (title, setting, theme, conflict, plot, rising and falling action, climax, conclusion/resolution, point of view, and life lessons/morals)
- ▶ read and make connections to their own life experiences
- ▶ foster a love of reading.



Writing Skills

By the end of the Prep year, students will be able to:

- ▶ join ideas to write compound and complex sentences
- ▶ take notes while listening or reading
- ▶ summarize texts in a written form
- ▶ apply writing as a process that includes prewriting, drafting, revising, editing
- ▶ apply pre-writing strategies (free writing, brainstorming, clustering, etc.)
- ▶ use an outline to plan paragraphs and multiple paragraphs
- ▶ write effective hooks/attention getting sentences to begin a text
- ▶ write facts about a topic and support them with details
- ▶ use direct and indirect speech in writing
- ▶ write well-organized paragraphs with unity and coherence
- ▶ express cause and effect in writing
- ▶ compare and contrast ideas in writing
- ▶ write their opinions and examples
- ▶ take notes as they listen, read, and get prepared to write
- ▶ write formal and informal letters, news reports, e-mails and film/book reviews
- ▶ transfer information from charts, maps, diagrams to writing
- ▶ revise writing to make sense
- ▶ edit for punctuation, spelling, and grammar with adequate accuracy
- ▶ understand plagiarism and how to avoid it (citing sources, using own words) and write accordingly.
- ▶ write fiction with beginning, meaning, and end
- ▶ maintain and develop a writing portfolio.

Vocabulary

By the end of the Prep year, students will be able to:

- ▶ expand and use active vocabulary
- ▶ use a dictionary and a thesaurus effectively and regularly
- ▶ guess the meaning of words from context
- ▶ recognize words with the same or similar meanings (synonyms)
- ▶ identify antonyms
- ▶ recognize vocabulary categories
- ▶ understand and figure out vocabulary from prefixes and suffixes



- ▶ recognize word formation
- ▶ use new vocabulary in discussion and writing.

Thinking Skills

By the end of the Prep year, students will be able to:

- ▶ respond critically to readers/literature (question, predict, interpret, analyze, evaluate, connect, summarize)
- ▶ relate literature to personal experience
- ▶ compare and contrast characters in a story or two literary pieces such as stories
- ▶ draw conclusions, make judgments about the characters, plot or ideas in a story
- ▶ distinguish between beliefs and scientific facts in a reading text in their books or a literary piece such as a short story
- ▶ identify pros and cons in a reading text and write or speak about them
- ▶ express cause and effect relationships in a reading text via writing or speaking

Study Skills

By the end of the Prep year, students will be able to:

- ▶ use reading comprehension strategies such as skimming, scanning, previewing, predicting from visuals, visualizing, questioning, thinking, evaluating, inferring, drawing conclusions, and reviewing text use context to construct meaning
- ▶ determine and establish the conditions that help one become an effective learner (e.g. when, where, how to study)
- ▶ plan how and when to use cognitive strategies and apply them to a learning task with guidance.
- ▶ keep a vocabulary journal
- ▶ actively connect new information to information previously learned
- ▶ evaluate their own and their peers' success in a completed learning task with guidance
- ▶ use writing strategies such as collaborating, evaluating, free writing, outlining, prewriting, brainstorming, proofreading, researching, setting a purpose
- ▶ self-evaluate their language development
- ▶ improve their note-taking skills
- ▶ collaborate with peers
- ▶ manage time while learning and studying
- ▶ use study methods such as PQRS (Preview, Question, Read, Summarise, Test)
- ▶ demonstrate knowledge in a variety of contexts through performance tasks and project work.



Structural/Functional Language Objectives (applied throughout all skills)

By the end of the Prep year, students will be able to:

- ▶ give opinions, advice, suggestions, and make offers
- ▶ describe someone in detail and their relationship
- ▶ use time expressions
- ▶ talk and ask about present events
- ▶ express likes/dislikes, habits and daily routine
- ▶ talk and ask about past events
- ▶ talk about recent events and experiences
- ▶ explain and justify ideas/events/facts/etc. using language skills
- ▶ make predictions about the future and talk about possibilities
- ▶ ask and answer questions from daily life or reading texts
- ▶ express wishes and imagine themselves in an unreal situation
- ▶ describe the location of objects using grade level prepositions
- ▶ express preferences through writing and speaking
- ▶ give advice and support it with sound reasons
- ▶ persuade someone to change their mind
- ▶ talk about rules, obligation, lack of obligation
- ▶ criticize and complain in various situations
- ▶ make deductions based on what is seen and what is thought
- ▶ report statements, questions and commands.

ASSESSMENT/EVALUATION

- ▶ written exams will be an integration of vocabulary, use of English, literature, comprehension and writing performance based assessment (student portfolios, teacher observation, self assessment, projects, essays, oral presentations).



GRADE 9-B

(By the end of grade 9-B, students are expected to reach CEFR's A2+ level.)

AIMS

This course is designed for students who enter the program with no background in English. During this course, students benefit most from integrated skills, content-based curriculum with a focus on critical thinking.

Each student who completes this program will:

- ▶ become aware of approaching to four skills
- ▶ express himself/herself in writing and verbally
- ▶ enhance critical and creative thinking through language learning activities
- ▶ understand the main ideas of a standard text on both concrete and abstract topics.

OBJECTIVES

Listening Skills

By the end of grade 9-B, students will be able to:

- ▶ understand familiar words and very basic phrases concerning themselves, their family, and immediate concrete surroundings when people speak slowly and clearly
- ▶ understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly
- ▶ understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (very basic personal and family information, shopping, local area, employment)
- ▶ catch the main points in short, clear, simple messages and announcements
- ▶ identify the basic message, central idea and the theme of the speech
- ▶ listen and predict content
- ▶ listen for main ideas
- ▶ interpret speakers' attitudes
- ▶ get information from the interview
- ▶ relate listening to personal experience
- ▶ organize information from the listening
- ▶ listen and take notes using a chart
- ▶ understand interviews with people about their jobs
- ▶ understand a basic radio show and TV program



- ▶ understand a person who talks about future plans, intentions and life experience, and distinguish the difference
- ▶ understand the description of a place
- ▶ understand the gist of an idea/text/etc. while listening
- ▶ understand people giving their opinions and roughly understand if they agree or disagree with each other
- ▶ understand a person who talks about their past experience and past habits.

Speaking Skills

By the end of grade 9-B, students will be able to:

- ▶ interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech
- ▶ ask and answer simple questions in areas of immediate need or on very familiar topics
- ▶ communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities
- ▶ complain politely
- ▶ interview classmates
- ▶ talk about special days
- ▶ describe people
- ▶ describe rooms and houses
- ▶ give basic directions
- ▶ order food in a restaurant and buy food in a shop
- ▶ describe a photo through speaking
- ▶ describe objects through speaking
- ▶ talk about future plans
- ▶ talk about past habits and states
- ▶ talk about an event in the past
- ▶ express unlikely or impossible recent or future events
- ▶ handle very short social exchanges, even though the student can't usually understand enough to keep the conversation going himself
- ▶ use simple phrases and sentences to describe where they live and people they know
- ▶ use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background
- ▶ express their opinions
- ▶ make suggestions, accept and refuse suggestions



- ▶ gain fluency in oral expression
- ▶ improve pronunciation
- ▶ respond to speakers at a basic level
- ▶ compare and discuss solutions in speaking
- ▶ plan and make oral presentations (focusing and limiting topics, gathering and organizing information, outlining and drafting the speech, monitoring audience reaction, responding to audience questions)
- ▶ ask permission and respond appropriately
- ▶ respond appropriately to good and bad news
- ▶ use the correct intonation
- ▶ take part in a conversation, give opinions, agree and disagree
- ▶ express for and against arguments
- ▶ ask for clarification
- ▶ interrupt the speech of other person when needed
- ▶ ask people to repeat what they said and use hesitation techniques
- ▶ give advice to other people

Reading Skills

By the end of grade 9-B, students will be able to:

- ▶ understand familiar names, words and very simple sentences, for example on notices and posters or in catalogue
- ▶ read very short, simple texts
- ▶ find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and understand short simple personal letters and e-mails
- ▶ understand pricing labels
- ▶ understand a map
- ▶ understand simplified book reviews
- ▶ scan for details
- ▶ organize and synthesize details from the readings
- ▶ identify main ideas
- ▶ identify advantages and disadvantages
- ▶ relate the reading to personal opinions
- ▶ search for and locate details in a reading material
- ▶ understand a newspaper report, newspaper editorial
- ▶ scan for true details and correct false ones



- ▶ skim for overall meaning of both individual paragraphs and a complete text
- ▶ read for gist of an article/text/idea/etc.
- ▶ understand a letter of complaint
- ▶ understand a story extract
- ▶ understand the ideas in a very simple argumentative writing
- ▶ understand an article if vocabulary had been mentioned subsequently or/and known in general.

Writing Skills

By the end of grade 9-B, students will be able to:

- ▶ write paragraphs concerning various types and situations or e-mails
- ▶ write a short, simple postcard, for example sending holiday greetings
- ▶ write a personal introduction
- ▶ fill in forms with personal details, for example entering his name, nationality, and address on a hotel registration form
- ▶ write short, simple notes and messages
- ▶ write very simple personal letters, for example, thanking someone for something
- ▶ write sentences using descriptive and possessive adjectives
- ▶ write a recipe, a simple story, and a film/book review
- ▶ organize ideas in a list
- ▶ identify topic sentences in paragraphs
- ▶ use supporting sentences to add details in paragraphs
- ▶ compose a paragraph
- ▶ write sentences for comparison
- ▶ provide clear explanation in a paragraph
- ▶ use new vocabulary in sentences
- ▶ write simple responses to letters
- ▶ write a brochure
- ▶ avoid repetition in writing
- ▶ write an invitation letter
- ▶ write a letter giving bad news or/and apologizing
- ▶ write a biography
- ▶ write a questionnaire
- ▶ write a semi-formal letter
- ▶ write a description of a person, a place or a picture



- ▶ write a campaign leaflet
- ▶ write an advert for a lost item
- ▶ write a letter giving advice.

Vocabulary

By the end of grade 9-B, students will be able to:

- ▶ expand and use active vocabulary
- ▶ use a dictionary effectively and regularly
- ▶ guess the meaning of words from context
- ▶ recognize vocabulary categories
- ▶ understand and figure out vocabulary from prefixes and suffixes
- ▶ recognize word formation
- ▶ make use of context clues for unfamiliar words in a text
- ▶ use new vocabulary in discussion and writing
- ▶ analyze the effect of word choice
- ▶ identify parts of a speech
- ▶ expand and use active vocabulary
- ▶ use prepositions as well as nouns and adjectives
- ▶ understand phrasal verbs in context
- ▶ use verb + noun collocations on the same topic
- ▶ use adjective + preposition phrases

Thinking Skills

By the end of grade 9-B, students will be able to:

- ▶ take notes to record important information
- ▶ apply critical thinking skills such as visualizing, generalizing, comparing and contrasting, drawing conclusions during/after reading a text or listening to a dialogue, lecture etc.
- ▶ distinguish between beliefs and scientific facts in a reading text
- ▶ explain, describe, interpret, discuss, differentiate and restate information
- ▶ make evaluation: assess, compare, criticize, justify, resolve, conclude
- ▶ synthesize: combine, create, invent, plan, formulate, negotiate
- ▶ make analysis: analyze, connect, infer, compare, contrast, prioritize
- ▶ apply, classify, solve, demonstrate, experiment, determine.



Study Skills

By the end of grade 9-B, students will be able to:

- ▶ use reading comprehension strategies such as skimming, scanning, previewing, predicting from visuals, visualizing, questioning, thinking, evaluating, inferring
- ▶ drawing conclusions and reviewing a text
- ▶ use context to construct meaning
- ▶ determine and establish the conditions that help one become an effective learner
- ▶ plan how and when to use cognitive strategies, and apply them appropriately to a learning task
- ▶ actively connect new information to information previously learned
- ▶ evaluate one's own success in a completed learning task
- ▶ use writing strategies such as collaborating, evaluating, free writing, outlining, prewriting
- ▶ brainstorm, proof-read, research, set a purpose, use organizers
- ▶ take notes and re-write notes
- ▶ collaborate with peers and teachers while learning
- ▶ manage time while studying
- ▶ use study methods
- ▶ take messages communicating enquiries, explaining problems
- ▶ write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in their everyday life, getting across comprehensibly the points they feel are important
- ▶ give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

Structural/Functional Language Objectives (applied through all skills)

By the end of grade 9-B, students will be able to:

- ▶ identify, clarify and question meanings in spoken texts, drawing on personal background, knowledge and experience
- ▶ converse, ask questions, and talk about events and personal experiences in a group
- ▶ identify and express meanings in written texts, drawing on personal background, knowledge and experience
- ▶ rehearse and try out new combinations and expressions, inviting feedback
- ▶ socialize simply but effectively using the simplest common expressions and following basic routines.

By the end of grade 9-B, students will be able to use the following structures correctly:

- ▶ to be: affirmative, negative and questions



- ▶ possessive adjectives
- ▶ possessive 's
- ▶ present simple: affirmative and negative
- ▶ adverbs of frequency
- ▶ have got: all forms; have got and have
- ▶ articles (1) : a/an/the
- ▶ have to: all forms
- ▶ can/can't for ability
- ▶ object pronouns
- ▶ there is/there are: all forms
- ▶ some and any with countable nouns
- ▶ articles (2): a/an, the, no article
- ▶ countable and uncountable nouns
- ▶ how much/how many?
- ▶ a lot of, not much, not many
- ▶ present continuous: all forms
- ▶ present continuous and present simple
- ▶ past simple (1): to be and can
- ▶ past simple (2): affirmative of regular verbs
- ▶ past simple (3): negative and question forms
- ▶ indefinite pronouns: everybody, nobody, everything, nothing
- ▶ comparative adjectives
- ▶ possessive pronouns
- ▶ superlative adjectives
- ▶ going to: all forms
- ▶ must, mustn't/ don't have to/needn't/etc.
- ▶ modals of advice
- ▶ present perfect: all forms
- ▶ present perfect and past simple
- ▶ present perfect with ever, just, already and yet
- ▶ articles with geographical and place names
- ▶ will: all forms
- ▶ adverbs



- ▶ noun clauses
- ▶ present simple and present continuous
- ▶ state and action verbs
- ▶ going to and present continuous for plans and intentions
- ▶ direct and indirect questions
- ▶ used to/would
- ▶ past continuous and past simple
- ▶ too/not....enough/not as(as)/..... than
- ▶ relative pronouns
- ▶ quantifiers
- ▶ adverbs of probability with may, might and will
- ▶ first conditional
- ▶ gerund and infinitive verb patterns
- ▶ the passive
- ▶ past perfect and past perfect cont.
- ▶ articles
- ▶ reported speech: all forms
- ▶ second conditional (contrasted with first conditional)
- ▶ modals: should, shouldn't, must, mustn't, have to and don't have to
- ▶ question tags
- ▶ both..and/either...or/neither...nor/not only...but also.

ASSESSMENT/EVALUATION

- ▶ Assessment includes tasks such as thematic projects that promote students' involvement and reflection on learning and require students to use a variety of learning strategies and resources.
- ▶ Portfolio assessments will be used as a part of assessment.
- ▶ Performance-based tests and consolidation tests will be used.
- ▶ Peer and self-assessment will be encouraged.



GRADE 10-B

(By the end of grade 10-B, students are expected to reach CEFR's B1/B1+ level.)

AIMS

The aim of this course is to allow students to enhance their vocabulary of English language. The course allows the students to improve their language skills within a kind, safe, responsible, and respectful learning environment and to think critically.

Each student who completes this program will:

- ▶ express themselves in English in both written and oral communication with a standard degree of accuracy and fluency,
- ▶ further develop their analytical thinking skills and writing skills,
- ▶ recognize, understand and consider the connections between oral, written and visual language,
- ▶ produce a clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

OBJECTIVES

Listening Skills

By the end of grade 10-B, students will be able to:

- ▶ understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics encountered in daily personal or social life
- ▶ understand recordings in a standard dialect likely to be encountered in social and academic life, and identify speaker's viewpoints and attitudes as well as information content
- ▶ listen effectively by keeping eye-contact, being attentive, responding accordingly, etc.
- ▶ complete a variety of listening tasks correctly (gap filling, note taking.etc.)
- ▶ use appropriate body language such as gestures, posture, eye contact, etc.
- ▶ understand the main points of clear, standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- ▶ understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
- ▶ identify opinions in spoken language/listening texts
- ▶ understand attitudes and opinions in a listening text
- ▶ listen for key ideas.



Speaking Skills

By the end of grade 10-B, students will be able to:

- ▶ express themselves clearly, accurately and fluently in a formal or informal register, appropriate to situation and person
- ▶ talk about their ideal job
- ▶ discuss about holiday destinations
- ▶ talk about their likes and dislikes
- ▶ make suggestions
- ▶ compliment
- ▶ make requests
- ▶ invite, accept and refuse offers
- ▶ manage restaurant language
- ▶ speak on the phone with a standard dialect
- ▶ intervene appropriately in a discussion, exploiting appropriate language to do so
- ▶ use correct intonation and stress patterns to convey meaning
- ▶ take active part in discussions in familiar contexts
- ▶ have a sufficient range of language to be able to give clear descriptions
- ▶ express viewpoints on most general topics by using some complex sentence forms and without much conspicuous searching for words
- ▶ show a relatively high degree of grammatical control, trying not to make errors which cause misunderstanding
- ▶ correct most of their mistakes
- ▶ initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest
- ▶ have a clear and natural pronunciation and intonation
- ▶ make a short speech on any given topic
- ▶ develop and use debate skills such as clarity, tone, eye-contact, etc.
- ▶ deal with most situations likely to arise whilst travelling in an area where the language is spoken
- ▶ enter unprepared into a conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work travel and current events)
- ▶ connect phrases in order to describe experiences and events, their dreams, hopes and ambitions
- ▶ briefly give reasons and explanations for opinions and plans
- ▶ narrate a story or relate the plot of a book or film and describe their reactions
- ▶ describe a picture using spoken language
- ▶ talk about regions in their own country and the countries they have visited



- ▶ agree and disagree with ideas/people/thoughts in spoken communication
- ▶ discuss possibilities
- ▶ manage a conversation
- ▶ express enthusiasm and sound polite.

Reading Skills

By the end of grade 10-B, students will be able to:

- ▶ understand texts that consist mainly of high frequency, everyday, or job-related language
- ▶ understand the description of events, feelings and wishes on personal letters
- ▶ make predictions
- ▶ skim the text to check their predictions
- ▶ read for specific information
- ▶ guess meaning from context
- ▶ read for gist
- ▶ match descriptions to visuals
- ▶ read and understand a recipe
- ▶ recognize the structure in the text
- ▶ use pre-reading strategies
- ▶ develop reading strategies specific to the genre
- ▶ identify fact and opinion in a reading text
- ▶ order events, understand sequence, recognize cause and effect
- ▶ read between the lines, make inferences
- ▶ use pre and post-reading strategies
- ▶ identify and analyze the elements of a short story
- ▶ analyze the basic extract from a novel or a poem
- ▶ get the main idea of literary texts.

Writing Skills

By the end of grade 10-B, students will be able to:

- ▶ write a simple connected text on topics which are familiar or of personal interest
- ▶ write a description
- ▶ write a job application
- ▶ write a formal letter



- ▶ write an informal invitation
- ▶ write a report
- ▶ write an article
- ▶ write a complaint letter
- ▶ write an e-mail
- ▶ write a restaurant review
- ▶ write a short story
- ▶ write personal letters describing experiences and impressions
- ▶ prepare a blog
- ▶ check and correct a writing piece
- ▶ write a postcard
- ▶ extend editing skills
- ▶ write an informal letter
- ▶ punctuate a text
- ▶ transform sentences
- ▶ write a 5-paragraph essay
- ▶ write a discursive essay.

Vocabulary

By the end of grade 10-B, students will be able to:

- ▶ make use of context clues for unfamiliar words in a text
- ▶ use new vocabulary in discussion and writing
- ▶ analyze the effect of word choice
- ▶ identify parts of speech
- ▶ expand and use active vocabulary
- ▶ make use of prefixes and suffixes to guess the meaning of an unfamiliar word
- ▶ use a dictionary or a thesaurus effectively and regularly
- ▶ identify synonyms and antonyms
- ▶ use adjective and phrases to describe outdoor activities, family, friends, jobs, work and places
- ▶ use the right collocations
- ▶ use right order of adjectives and compound nouns.



Thinking Skills

By the end of grade 10-B, students will be able to:

- ▶ apply active reading strategies such as connecting to one's personal experiences, visualizing, predicting, asking questions, clarifying, evaluating, making inferences, drawing conclusions, reading between lines, making judgements, focusing on author's purpose, making plot analysis, identifying cause and effect relationship, distinguishing fact from opinion, making use of context clues for unfamiliar words, skimming, and scanning
- ▶ apply critical and creative thinking skills using all language skills.

Study Skills

By the end of grade 10-B, students will be able to:

- ▶ use study techniques effectively
- ▶ use multimedia and technology appropriately in all skills
- ▶ work cooperatively with peers and others towards a common goal
- ▶ improve their note-taking skills
- ▶ analyze a novel/reader /literary texts on their own
- ▶ revise and edit their own/peer's writing
- ▶ keep/make use of a vocabulary journal.

Structural/Functional Language Objectives (applied through all skills)

By the end of grade 10-B, students will be able to:

- ▶ discuss and interpret spoken texts, considering relevant personal experiences and others' points of view
- ▶ discuss and convey meanings in written texts, exploring relevant experiences and other points of view
- ▶ talk clearly in small and large groups about experiences, events, information, ideas and opinions

Students will also be able to use the following structures correctly:

- ▶ quantifiers
- ▶ articles
- ▶ present perfect/present perfect cont.
- ▶ comparison
- ▶ contrast linkers
- ▶ past perfect/past perfect cont.
- ▶ modals of obligation and prohibition with all tenses



- ▶ defining and non-defining relative clauses
- ▶ conditionals/wish clauses (zero/1/2/3/ mixed/other forms)
- ▶ gerund/infinitive
- ▶ modals of deduction (present and past)
- ▶ -ed/-ing adjectives
- ▶ the passive(by/with)/causative have-get
- ▶ too/enough
- ▶ indirect questions
- ▶ reported speech with more reporting verbs
- ▶ participle clauses (abbreviating clauses)
- ▶ noun clauses
- ▶ adverbial clauses
- ▶ used to/would/be used to/get used to
- ▶ future all forms
- ▶ as/like.

ASSESSMENT/EVALUATION

- ▶ Portfolio assessments and performance-based tests will be used for assessing students.
- ▶ Writing pieces and speaking will be assessed according to given criteria.
- ▶ There will be opportunities for peer and self-assessment.
- ▶ Assessment will include tasks such as thematic projects that promote students' involvement and reflection on learning, and require students to use a variety of learning strategies and resources.



GRADE 11-B

(By the end of grade 11-B, students are expected to reach CEFR's B2/B2+ level.)

AIMS

The course aims to enable the students to integrate sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts. The course aims to prepare the students for TOEFL, IELTS, and PROFICIENCY exams.

Each student who completes this program will:

- ▶ understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar
- ▶ select and use appropriate processing and comprehension strategies with confidence
- ▶ think critically about texts with understanding and confidence
- ▶ monitor, self-evaluate and describe progress, and articulate learning with confidence.

OBJECTIVES

Listening Skills

By the end of grade 11-B, students will be able to:

- ▶ understand extended speech and lectures
- ▶ follow complex lines of argument provided the topic is reasonably familiar
- ▶ understand most TV news and current affairs programs
- ▶ understand the majority of films in a standard dialect
- ▶ listen for specific information
- ▶ understand a radio interview
- ▶ understand the main parts and main ideas of a discussion

Speaking Skills

By the end of grade 11-B, students will be able to:

- ▶ interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible
- ▶ take an active part in a discussion in familiar contexts, accounting for and sustaining their views
- ▶ present clear, detailed descriptions on a wide range of subjects related to their field of interest
- ▶ explain a viewpoint on a topical issue giving the advantages and disadvantages of various options



- ▶ talk about personal details and express opinion
- ▶ report information
- ▶ speculate on ideas/events and express it
- ▶ talk about differences and similarities
- ▶ compare photographs and describe them
- ▶ recommend and suggest
- ▶ agree and disagree
- ▶ discuss collaboratively
- ▶ start, move on and finish a discussion
- ▶ prioritize ideas in their speech/conversation
- ▶ justify choices.

Reading Skills

By the end of grade 11-B, students will be able to:

- ▶ read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints
- ▶ understand contemporary literary prose
- ▶ identify and analyze a writer's or character's point of view in literature
- ▶ identify and interpret literary elements in short stories, poems, and novels (conflict, climax, imagery, simile, metaphor, irony, personification, symbolism)
- ▶ read for specific information
- ▶ skim the text and find the gist
- ▶ understand reviews
- ▶ understand a column in a newspaper
- ▶ understand the main parts of news
- ▶ understand and use TOEFL, IELTS and PROFICIENCY reading strategies.

Writing Skills

By the end of grade 11-B, students will be able to:

- ▶ write clear, detailed descriptions on a wide range of subjects related to their interests
- ▶ write an essay or report, passing on information or giving reasons in support of or against a particular point of view
- ▶ write letters highlighting the personal significance of events and experiences
- ▶ review the writing process which includes the stages such as generating ideas, brainstorming, clustering, organizing ideas, outlining, drafting and proof reading



- ▶ write a report
- ▶ write an article
- ▶ write a review
- ▶ write a letter of application
- ▶ follow the steps of writing process to write a 5-paragraph essays (division and classification, cause and effect, compare and contrast, opinion, literary essay)
- ▶ respond to sections of the works studied in a literary journal
- ▶ use spelling, punctuation, capitalization and parts of speech correctly in writing
- ▶ improve sentences using parallel structure, details, a variety of sentence structures, and effective transitions
- ▶ identify and correct errors in writing
- ▶ express thoughts and opinions creatively and confidently through independent writing such as diaries and journals
- ▶ write a discursive essay
- ▶ write a short story.

Vocabulary

By the end of grade 11-B, students will be able to:

- ▶ expand and use active vocabulary
- ▶ use a dictionary effectively and regularly
- ▶ use a thesaurus effectively and regularly
- ▶ get the meaning of sentences/texts/paragraphs/speeches from context
- ▶ guess words from context
- ▶ recognize words with the same or similar meanings
- ▶ recognize vocabulary categories
- ▶ identify synonyms and antonyms
- ▶ identify parts of speech
- ▶ understand and figure out vocabulary from prefixes and suffixes
- ▶ know to use compound nouns and adjectives.

Thinking Skills

By the end of grade 11-B, students will be able to:

- ▶ respond critically to literature (question, predict, interpret, analyze, evaluate, connect, summarize)
- ▶ respond creatively to literature in written, oral, dramatic and graphic ways



- ▶ relate literature to personal experience and express this relation in their own words
- ▶ apply critical thinking skills such as visualizing, generalizing, comparing and contrasting, drawing conclusions during/after reading a text or listening to a dialogue, lecture etc.
- ▶ use problem-solving techniques when dealing with activities/projects/assignments
- ▶ distinguish between beliefs and scientific facts.

Study Skills

By the end of grade 11-B, students will be able to:

- ▶ use study techniques
- ▶ reflect, review and evaluate their performance on a completed task or an exam and take steps to improve
- ▶ sort and group information and ideas
- ▶ use multimedia and technology as appropriate in all skills
- ▶ take notes
- ▶ make use of parts of a book (footnotes, text features, appendices, etc.)
- ▶ locate and use reference sources (bibliography, card catalogue, handbook, electronic media, newspapers, periodicals)
- ▶ revise and edit their own/peer's products
- ▶ work cooperatively with others towards a common goal
- ▶ integrate reading and writing into school, home, leisure-time activities.

Structural/Functional Language Objectives (applied throughout all skills)

By the end of grade 11-B, students will be able to:

- ▶ listen to and interact with others to clarify understanding of narrative, information, ideas, and opinions
- ▶ contribute to discussion, in one-to-one, small group and class discussion
- ▶ talk coherently in small and large groups about experiences, events, information, ideas and opinions
- ▶ write instructions, explanations and factual accounts
- ▶ express and explain a point of view in a range of authentic contexts through organizing and linking ideas logically and making language choices appropriate to the audience.

By the end of grade 11-B, students will be able to use the following structures correctly:

- ▶ all tenses
- ▶ comparisons
- ▶ reflexives
- ▶ time linkers
- ▶ would/used to/be used to/get used to



- ▶ so/such – too/enough
- ▶ like vs as
- ▶ countable and uncountable nouns
- ▶ articles
- ▶ participle clauses
- ▶ expressing purpose
- ▶ adverbs/adverbial clauses
- ▶ noun clauses
- ▶ causative have – get
- ▶ adjectives/relative clauses
- ▶ conditionals: all forms
- ▶ reported speech
- ▶ reporting verbs
- ▶ modals: all forms
- ▶ gerund/infinitives
- ▶ passives
- ▶ ability (manage to/could/to be able to/succeed in/etc.)
- ▶ hypothetical meaning
- ▶ verb/subject agreement
- ▶ inversions.

ASSESSMENT/EVALUATION

- ▶ Portfolio assessments and performance-based tests will be used by adopting a results-oriented focus. Writing pieces and speaking will be assessed according to a given criteria
- ▶ There will be opportunities for peer and self-assessment
- ▶ The assessment will include tasks such as thematic projects, that promote students' involvement and reflection on learning, and require students to use a variety of learning strategies and resources



GRADE 12-B

(By the end of grade 12-B, students are expected to reach CEFR's C1 level.)

AIMS

The program aims to enable the students to continue to develop their understanding and appreciation for literature. Within this, there will be an emphasis on developing written, grammar, vocabulary, and linguistic skills. The course also aims to prepare the students for the TOEFL, IELTS and PROFICIENCY exams.

Each student who completes this program will:

- ▶ make connections by exploring ideas within and between texts from a wide range of contexts
- ▶ understand that authors have different voices and styles, and can identify those differences
- ▶ stretch their boundaries for new perspectives and new approaches
- ▶ develop a sense of audience by examining and writing about published texts written for different audiences.

OBJECTIVES

Listening Skills

By the end of grade 12-B, students will be able to:

- ▶ understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly
- ▶ understand TV programmes and films to a large extent
- ▶ improve their active listening skills
- ▶ take notes while listening lectures/speeches and answer the comprehension questions with the help of their notes
- ▶ select information from an oral source
- ▶ make use of TOEFL, IELTS and PROFICIENCY listening strategies.

Speaking Skills

By the end of grade 12-B, students will be able to:

- ▶ express themselves fluently and spontaneously
- ▶ use language flexibly and effectively for social and academic purposes
- ▶ formulate ideas and opinions with precision and relate their contribution skilfully to those of other speakers
- ▶ present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion



- ▶ speak confidently and clearly using language appropriate to purpose and audience
- ▶ use persuasive language during debates and class discussions
- ▶ express themes and insights about the novels in a class discussion and relate them to real life
- ▶ apply paraphrasing strategies for information found during an oral presentation.

Reading Skills

By the end of grade 12-B, students will be able to:

- ▶ understand long and complex factual and literary texts, appreciating distinctions of style
- ▶ understand specialized articles and longer technical instructions, even when they do not relate to their field
- ▶ use pre-post and while-reading activities on a variety of non-fiction texts
- ▶ critically examine a wide range of texts in different forms and styles
- ▶ use TOEFL IELTS, PROFICIENCY reading strategies
- ▶ analyze different texts or different novel excerpts that focus on the same themes
- ▶ analyze a writer's or character's point of view in literature.

Writing Skills

By the end of grade 12-B, students will be able to:

- ▶ express themselves in clear, well-structured text, expressing points of view at some length
- ▶ write about complex subjects in a letter, an essay, or a report
- ▶ select a style appropriate to the reader in mind
- ▶ write essays in a more advanced level
- ▶ respond to sections of the works studied in a literary journal through writing an essay
- ▶ support their thesis in writing by referring to textual evidence in the piece of literature
- ▶ express thoughts and opinions creatively and confidently through independent writing such as journals, articles, book reports etc.



Vocabulary

By the end of grade 12-B, students will be able to:

- ▶ expand and use active vocabulary
- ▶ guess the meaning from context
- ▶ use more advanced vocabulary.

Thinking Skills

By the end of grade 12-B, students will be able to:

- ▶ respond critically to literature by applying critical thinking skills such as visualizing, generalizing, comparing and contrasting, drawing conclusions during/after reading a text
- ▶ relate literature to personal experience
- ▶ distinguish facts and opinions.

Study Skills

By the end of grade 12-B, students will be able to:

- ▶ use effective study techniques such as note-taking, summarizing, exemplifying
- ▶ reflect, review and evaluate their performance
- ▶ use technology for study purposes and language learning
- ▶ take clear and accurate notes
- ▶ revise and edit their own product and peer's product
- ▶ work cooperatively with others towards a common goal
- ▶ make the information meaningful to keep it in mind for a longer time
- ▶ use feedback effectively to improve their language skills
- ▶ integrate reading and writing into school, home, leisure-time activities.



Structural/Functional Language Objectives (applied throughout all skills)

By the end of grade 12-B, students will be able to:

- ▶ show a developed understanding of ideas within, across and beyond texts
- ▶ show a developed understanding of how texts are shaped for different purposes and audiences
- ▶ integrate sources of information, processes and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas
- ▶ select and use a range of language features appropriately for a variety of effects.

By the end of grade 12-B, students will be able to use the following structures effectively:

- ▶ all tenses
- ▶ gerunds/infinitives
- ▶ modal verbs
- ▶ adjectives/adverbs/comparisons
- ▶ clauses/linking words
- ▶ reported speech
- ▶ passive voice/causative form
- ▶ conditionals/wishes
- ▶ nouns/articles
- ▶ determiners/pronouns
- ▶ inversion/emphatic structures

ASSESSMENT/EVALUATION

- ▶ Portfolio assessments and performance-based tests will be used by adopting a results-oriented focus. Writing pieces and speaking will be assessed according to a given criteria.
- ▶ There will be opportunities for peer and self-assessment.
- ▶ The assessment will include tasks such as thematic projects that promote students' involvement and reflection on learning and require students to use a variety of learning strategies and resources.



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Appendix A

GRADE 4 ENGLISH SAMPLE ACTIVITY PLAN

DESCRIPTION

Using a story provided by the teacher, students will practice reading and comprehension skills such as understanding character, identifying sequence of the events, comparing and contrasting in 6-7 hours of lesson. They will apply learning strategies such as retelling and summarizing. They will improve their critical thinking skills through all these activities. Writing a story on a similar topic will enhance their creativity as well as their writing skills.

DURATION: 40 minutes (per lesson)

OBJECTIVES

Students will be able to:

- ▶ participate in a discussion
- ▶ make predictions
- ▶ make connections
- ▶ practice dictionary skills
- ▶ make comparisons
- ▶ write a story and a journal entry
- ▶ Improve their study skills.

MATERIALS: Cornerstone – ‘Making Friends’

- ▶ Graphic Organizers
- ▶ Worksheets
- ▶ Vocabulary Journal
- ▶ Response Journal
- ▶ Rubrics
- ▶ Check list



PROCEDURE

Lesson 1

Students will:

- ▶ brainstorm on the skills of a good reader: reading silently, predicting, thinking aloud, and exploding thoughts onto paper
- ▶ brainstorm on the topic “Friendship” and create a graphic organizer on it and share their ideas with their peers
- ▶ read the story ‘Making Friends’
- ▶ make connections between ideas, facts, characters and events as they read.

Lesson 2

Students will:

- ▶ answer oral and written comprehension questions about the story
- ▶ explain the sequence of events with an example of their daily routines
- ▶ Retell/rewrite the story in their notebook using a sequence chart
- ▶ complete a vocabulary journal for the key words of the story (homework).

Lesson 3

Students will:

- ▶ complete a Venn diagram to compare the two characters (Hanna and Carlos) in the story ‘Making Friends’
- ▶ generate discussion about their personal experiences with friends and the value of friendship.

Lesson 4

- ▶ Students will work in groups to make a story board as an outline.
- ▶ While students are working on their story boards, the teacher will go around the class to monitor them.

Lesson 5

- ▶ Students will write a story about making a new friend. They will use the guided questions to help them write a story.



Lesson 6-7

Students will:

- ▶ read and dramatize their stories in class
- ▶ give oral feedback to their peers after each presentation
- ▶ write a journal entry on the whole process of their study on the story (homework).

ASSESSMENT/EVALUATION

- ▶ Oral and written comprehension check
- ▶ Completing a Venn diagram to compare and contrast
- ▶ Writing a story about the same topic
- ▶ Writing a journal entry on the whole process
- ▶ Story rubric

4. SINIF İNGİLİZCE DERSİ SINIF İÇİ UYGULAMA ÖRNEĞİ

ETKİNLİĞİN TANIMI

Öğrenciler karakter çözümleme, olayların kronolojik sırasını bulma, karşılaştırma yapma gibi okuma ve anlama becerilerini geliştirecek ve hikâyeyi tekrar anlatıp özetleme yöntemlerini öğreneceklerdir. Tüm bu etkinlikler aracılığıyla eleştirel düşünme becerilerini geliştireceklerdir. Benzer bir konuda bir hikâye yazmak, yazma becerilerini geliştirmenin yanı sıra yaratıcılıklarını da geliştirecektir.

SÜRESİ: 40' (her ders için)

HEDEFLER

Öğrenciler:

- ▶ Tartışmaya katılacak
- ▶ Tahminde bulunacak
- ▶ Olaylar ve kendileriyle bağlantılar kuracak
- ▶ Sözlük kullanma becerilerini geliştirecek
- ▶ Karşılaştırma yapacak
- ▶ Bir hikâye ve günlük yazacak
- ▶ Çalışma becerilerini geliştireceklerdir.

MATERYALLER: Cornerstone –‘Making Friends’ isimli hikâye

- ▶ Grafik düzenleyiciler
- ▶ Çalışma kâğıtları
- ▶ Kelime günlüğü
- ▶ Çalışma günlüğü
- ▶ Rubrikler
- ▶ Kontrol listesi



UYGULAMA AŞAMALARI

Ders 1

Öğrenciler:

- ▶ İyi bir okuyucunun özellikleri hakkında beyin fırtınası yapacaklar. Sessiz okurken ne yapmalı? Tahmin etmek, yüksek sesle düşünmek ve düşüncelerini kâğıda dökmek
- ▶ “Arkadaşlık” teması üzerine beyin fırtınası yapacak ve konuyla ilgili grafik düzenleyicileri kullanacaklar
- ▶ “Making Friends” isimli hikâyeyi okuyacaklar
- ▶ Okurken konuyla bağlantılar kuracaklardır.

Ders 2

Öğrenciler:

- ▶ Hikâye ile ilgili sözlü ve yazılı sorulara cevap verecekler
- ▶ Olayların sıralanışını günlük rutinlerimizi anlatan bir örnekle açıklayacaklar
- ▶ Bir sıralama şeması oluşturarak hikâyeyi tekrar anlatacaklar
- ▶ Hikâyedeki önemli kelimeleri kelime günlüklerine not edip tamamlayacaklar
- ▶ Günlüklerine hikaye ile çalışma sürecini ev ödevi olarak yazacaklardır.

Ders 3

Öğrenciler:

- ▶ “Making Friends isimli hikâyedeki Hannah ve Carlos karakterlerini karşılaştırıp ven şemasında ortak noktalarını bulacaklar,
- ▶ Arkadaşlık ve arkadaşlığın önemi temasını kendi deneyimlerini de göz önünde bulundurarak tartışacaklardır.

Ders 4

- ▶ Öğrenciler grup halinde çalışıp öğretmenlerinin rehberliğinde bir hikâye panosu hazırlayacaklardır.

Ders 5

- ▶ Öğrenciler arkadaş edinme ile ilgili bir hikâye yazacaklar. Bu çalışmayı yaparken çalışma kâğıtlarındaki sorulardan faydalanacaklardır.



Ders 6- 7

Öğrenciler:

- ▶ Hikâyeyi okuyup canlandıracak
- ▶ Arkadaşlarına her sunumdan sonra sözlü geri bildirimlerde bulunacak
- ▶ Bütün çalışma sürecini anlatan bir günlük yazacaklardır (ev ödevi).

ÖLÇME-DEĞERLENDİRME

- ▶ Sözlü ve yazılı sorularla kavrama
- ▶ Ven şemasını tamamlayıp karşılaştırma ve kıyas yapma
- ▶ Bir konuyla ilgili paragraf yazma
- ▶ Çalışma sürecini anlatan bir günlük yazma
- ▶ Hikaye rubriği



Appendix B

GRADE 4 YEARLY PLAN

TIME	THEME	CONTENT	OBJECTIVES				STRUCTURES	VOCABULARY	METHODS & TECHNIQUES	MATERIALS	IMPORTANT DAYS	INTERDISCIPLINARY COOPERATIONS	ASSESSMENT	STUDY SKILLS	THINKING SKILLS
			SPEAKING	WRITING	LISTENING	READING									
SEPTEMBER	PEOPLE	Information about oneself and the people around	Students talk about themselves using the correct words, give information about themselves using dialogues, and talk about the pictures.	Students complete the dialogue and give information about themselves.	Students listen to a song and fill in the blanks to supply the missing information.	Students analyze the characters in the story they read.	Present form of the verb to be	Revision of the alphabet and days of the week	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software books and other library resources, CD, DVD, portfolio, PowerPoint	Primary Education Week	Cooperation with the skills and class teachers	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students describe objects in simple terms using the correct pronunciation of the words, they ask questions to get information.	Students write a fact file about themselves using the correct structures.	Students listen to a song and sing the song, recognising basic pronunciation patterns.	Students read a text and answer the comprehension questions.	What's the time? Asking for permission	Verbs: eat, fly, have, keep, live, swim	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software books and other library resources, CD, DVD, portfolio, PowerPoint	Turkish Red Crescent Week	Cooperation with the skills and class teachers	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
	TIME	Days and hours													
OCTOBER	TIME	Months, days and seasons	Students have a dialogue sharing their ideas and ask questions when they don't understand.	Students read a dialogue and fill in the blanks with the correct structures.	Students listen to a song and colour the picture, following the instructions.	Students read a text and answer the questions, then they talk about the text.	What day is it.....? When's your birthday?	Vocabulary about colours, seasons, months	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the skills and class teachers	Quiz, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students talk about pictures, they make comparisons.	Students order the given words and write a text describing a person they know.	Students listen to a song and label the pictures, following the instructions, they answer questions.	Students read a text and answer the comprehension questions.	Possessive adjectives, this- these, that- those	Vocabulary about family members	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Turkish Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
	FAMILY	Family members and friends													
OCTOBER	PEOPLE	Friends	Students describe people using the correct words and pronunciation.	Students write an e-mail about themselves using the correct structures.	Students listen to a song and sing the song, recognising basic pronunciation patterns.	Students read a text and answer the comprehension questions. They analyze the characters.	Possessive's and punctuation	Adjectives for people	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Turkish Teacher	GENERAL EXAM, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students describe objects using the correct words and pronunciation.	Students write sentences about the things they have got in their bedroom and describe them.	Students watch and listen to a dialogue and understand questions and instructions.	Students watch a picture story and read it to understand the main idea and details.	Have got Has got	Vocabulary about objects	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software books and other library resources, CD, DVD, portfolio, PowerPoint	29th October Celebration of The Turkish Republic	Cooperation with the class teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
	OBJECTS	Favourite objects													



TIME	THEME	CONTENT	OBJECTIVES				STRUCTURES	VOCABULARY	METHODS & TECHNIQUES	MATERIALS	IMPORTANT DAYS	INTERDISCIPLINARY COOPERATIONS	ASSESSMENT	STUDY SKILLS	THINKING SKILLS
			SPEAKING	WRITING	LISTENING	READING									
NOVEMBER	OBJECTS	Toys	Students describe toys using the correct words and pronunciation, they have dialogues.	Students write a paragraph about toys using the correct structures.	Students listen to a dialogue for specific points and answer the questions accordingly.	Students read a text and answer the comprehension questions.	There is, There are, prepositions of place.	Vocabulary about the text (camera, globe, ice skates, comic, piano, watch)	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard software, books and other library resources, CD, DVD portfolio, PowerPoint		Cooperation with the class teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students talk about what they watch.	Students write an advertisement for the given plan.	Students listen and follow the instructions.	Students read an article and answer the comprehension questions. They talk about the author's purpose.	And, but	Vocabulary about entertainment (skateboard, computer game, ball, board game, guitar, boat etc.)	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard software, books and other library resources, CD, DVD portfolio, PowerPoint	10 November Commemoration of Atatürk, ATATÜRK Week	Cooperation with the Turkish Teacher	Quiz, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
	SCHOOL LIFE	Daily routines, school subjects	Students talk about school life using the correct words.	Students write sentences about the school and answer questions.	Students listen and write down the specific points.	Students watch and read a picture story to understand the main idea and details.	Present simple positive sentences	Vocabulary about school subjects	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard software, books and other library resources, CD, DVD portfolio, PowerPoint		Cooperation with the Drama Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students talk about the topic of discussion making comparisons.	Students write a paragraph about their routine at school using the correct structures and connectors.	Students listen to a dialogue about school life and tick what they like, following the instructions.	Students read an article and answer the comprehension questions.	Present simple negative sentences and questions	Vocabulary about the text (playground, bookcase, classrooms, cafeteria, library, uniform, helmet...)	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard software, books and other library resources, CD, DVD portfolio, PowerPoint	Teachers' Day	Cooperation with the class teacher	GENERAL EXAM, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons



TIME	THEME	CONTENT	OBJECTIVES			STRUCTURES	VOCABULARY	METHODS & TECHNIQUES	MATERIALS	IMPORTANT DAYS	INTERDISCIPLINARY COOPERATIONS	ASSESSMENT	STUDY SKILLS	THINKING SKILLS
			SPEAKING	WRITING	LISTENING	READING								
DECEMBER	SCHOOL LIFE	Daily routines	Students ask and talk about how often they do certain activities.	Students write a paragraph about their dream school using the given plan.	Students listen to a song about school and sing it, recognising basic pronunciation patterns.	Students read a text and answer the comprehension questions.	Frequency adverbs	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint	Humans' Rights Week	Cooperation with the Music Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students talk about their hobbies using the correct words.	Students write questions and answers using the given words.	Students understand the main points in the text they listen to and fill in the blanks to supply missing information.	Students watch and read a picture story and answer the comprehension questions.	Wh- Questions	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Drama Teacher	Quiz, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
	ENTERTAINMENT	Amusement parks	Students talk about the amusement parks using the correct words.	Students write a paragraph about their dream amusement parks making a plan.	Students listen to a dialogue and understand the main idea and specific points.	Students read a text and answer the comprehension questions.	"Can" for ability and asking for permissions	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the skills and class teachers	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students talk about weekend activities and hobbies.	Students write a letter answering the questions.	Students listen to a telephone message and complete the missing information in the given text.	Students read a dialogue and answer the comprehension questions. They talk about the topic.	Do you like? Are you good at?	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Drama Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
SPECIAL DAYS	PARTIES	Parties	Students make suggestions about the things to do using the correct structures.	Students write sentences about preparations for a party using the correct structures.	Students listen to people and understand the main idea and specific points.	Students watch and read a picture story and answer the comprehension questions.	Imperatives, object pronouns, suggestions (Let's)	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint	New Year	Cooperation with the Social Sciences Teacher	GENERAL EXAM, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons



TIME	WEEK	MONTH	THEME	CONTENT	OBJECTIVES			STRUCTURES	VOCABULARY	METHODS & TECHNIQUES	MATERIALS	IMPORTANT DAYS	INTERDISCIPLINARY COOPERATIONS	ASSESSMENT	STUDY SKILLS	THINKING SKILLS
					SPEAKING	WRITING	LISTENING	READING								
JANUARY			SPECIAL DAYS	Carnivals	Students talk about the special days around the world and in their country using the correct words.	Students write a paragraph about their dream carnival and draw a picture about it.	Students listen to a song and sing the song, recognising basic pronunciation patterns.	Students read an article and answer the comprehension questions.	Vocabulary about carnival costumes	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the skills and class teachers	Self evaluation, peer evaluation, teacher evaluation, checklists, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			SPECIAL DAYS	Special days around the world	Students talk about the special days around the world and in their country using the correct words.	Students write a paragraph about what they do on their birthday using the correct structures and connectors.	Students listen to a song and sing the song, recognising basic pronunciation patterns.	Students read a text and answer the comprehension questions.	Vocabulary about special days around the world	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Turkish Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			FOOD!	Favourite restaurants	Students have dialogues about daily activities.	Students write sentences about their favourite restaurant or cafe using the correct structures.	Students listen and tick the correct answers showing the specific points.	Students watch and read a picture story and answer the comprehension questions.	Vocabulary about food and drinks	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the other English teachers	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			FOOD!	Recipes	Students have a dialogue with their partner, they pronounce the words correctly.	Students write a recipe for their favourite snacks using the correct structures.	Students listen and tick the things on a list, showing the specific points. They listen and number the pictures in the correct order.	Students read an article and answer the comprehension questions making predictions.	Vocabulary about food and drinks	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Art teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons



TIME	THEME	CONTENT	OBJECTIVES			STRUCTURES	VOCABULARY	METHODS & TECHNIQUES	MATERIALS	IMPORTANT DAYS	INTERDISCIPLINARY COOPERATIONS	ASSESSMENT	STUDY SKILLS	THINKING SKILLS
			SPEAKING	WRITING	LISTENING	READING								
FEBRUARY	SPORTS	Favourite players	Students talk about the people in the picture using the correct words.	Students write sentences about the given picture.	Students listen to a song and sing the song, recognising basic pronunciation patterns.	Students watch an article and answer the comprehension questions.	Vocabulary about sports activities	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Music Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students talk about their favourite sports and different kinds of sports.	Students write a paragraph about their favourite sport.	Students listen to a game and answer the questions, giving the main idea and the specific points.	Students read an article and answer the comprehension questions.	Vocabulary about sports activities	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Drama Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students talk about players and teams using the correct words.	Students write an e-mail to a friend inviting him or her to a sports event.	Students listen to a song and sing the song, recognising basic pronunciation patterns.	Students read an interview and answer the comprehension questions.	Vocabulary of the text (practice, coach, exciting, competition, champion etc.)	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint	Earthquake Week	Cooperation with the class teacher	Quiz, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
MARCH	PLACES	Home	Students talk about the places they see in the pictures and answer simple questions.	Students write sentences about their homes using the correct structures.	Students listen to a talk about homes and complete the given table to supply missing information.	Students watch and read a picture story and answer the comprehension questions.	Vocabulary about house types	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint	Acceptance of the National Anthem	Cooperation with the other English teachers	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students talk about the places they see in the classroom and work place	Students prepare a poster about the rules using the correct structures.	Students listen for the specific points and write the numbers next to the jobs.	Students read an article and answer the comprehension questions.	Vocabulary about jobs and work place	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint	18 March Commemoration of Canakkale martyrs	Cooperation with the Drama Teacher	GENERAL EXAM Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students talk about the differences between two pictures using present tense.	Students write a paragraph about their favourite place using the correct structures and connectors.	Students listen for the main idea and the specific points and answer the questions.	Students read a poster and answer the comprehension questions.	Vocabulary about different countries	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the class teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
	TRAVEL	Holidays and past holiday experiences	Students talk about the events they have experienced using the correct structures and give their opinions.	Students write a paragraph about a holiday they had using the correct structures.	Students listen for the main idea and the specific points and answer the questions.	Students watch and read a picture story and answer the comprehension questions.	Vocabulary about holiday	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question-answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the class teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons



TIME	THEME	CONTENT	OBJECTIVES			STRUCTURES	VOCABULARY	METHODS & TECHNIQUES	MATERIALS	IMPORTANT DAYS	INTERDISCIPLINARY COOPERATIONS	ASSESSMENT	STUDY SKILLS	THINKING SKILLS
			READING	LISTENING	WRITING									
MONTH	APRIL	TRAVEL	Students read an article and answer the comprehension questions making predictions.	Students listen to a song and conversations and choose the answers showing the specific points.	Students write about their holiday experiences.	Past simple regular verbs	Vocabulary about transport	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive board, whiteboard software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Turkish Teacher	Quiz, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
WEEK			Students read an article and answer the comprehension questions.	Students listen to a song and sing the song, recognising basic pronunciation patterns.	Students write a postcard to their friends preparing a plan.	Past simple irregular verbs	Vocabulary about holiday equipments	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive board, whiteboard software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Geography Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
		ART	Students watch a picture story and answer the comprehension questions.	Students listen to a text to understand the main idea and specific points.	Students write sentences about a person they think of.	Past simple regular and irregular verbs	Fame vocabulary (pop group, singer, interview, audience, concert, stage)	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive board, whiteboard software, books and other library resources, CD, DVD, portfolio, PowerPoint	23 April National Sovereignty and Children's Day	Cooperation with the Drama Teacher	GENERAL EXAM, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
		ART	Students read a text and answer the comprehension questions.	Students listen to a talk and fill in the given table to supply missing information.	Students write questions in the past simple tense using the given words.	Wh- questions in simple past tense	Vocabulary about film types	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive board, whiteboard software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Turkish Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons



TIME	THEME	CONTENT	OBJECTIVES				STRUCTURES	VOCABULARY	METHODS & TECHNIQUES	MATERIALS	IMPORTANT DAYS	INTERDISCIPLINARY COOPERATIONS	ASSESSMENT	STUDY SKILLS	THINKING SKILLS
			SPEAKING	WRITING	LISTENING	READING									
MAY	ART	Films	Students have dialogues using the correct words and correct pronunciation.	Students write about a film using a plan.	Students listen to a discussion and complete the given table to supply missing information.	Students read an interview to understand the main idea and talk about the discussion topic.	Simple past tense	Vocabulary about film types	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the other English Teachers	Quiz, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students compare what they see in the pictures using the correct words.	Students write a paragraph about their favourite animals.	Students listen and complete the fact sheet to supply missing information.	Students read an article and answer the comprehension questions.	Comparatives and superlatives	Vocabulary about animals	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Science Teacher	GENERAL EXAM, self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
	ANIMALS	Pets and wild animals	Students talk about the pictures using the correct words.	Students write an advert for a given topic.	Students listen to a song about animals and sing the song, recognising basic pronunciation patterns.	Students read a text and answer the comprehension questions.	Comparatives and superlatives	Vocabulary about animals	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint	19 May Youth and Sports Day	Cooperation with the Science Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students ask and answer questions about their plans, they give opinions.	Students write sentences about their plans for the weekend.	Students listen for the main idea and answer the questions.	Students read a text and answer the comprehension questions.	'Be going to' for future plans and predictions.	Vocabulary about nature	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the Science Teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
JUNE	NATURE	Weather conditions	Students talk about the pictures with their partners about what they think is going to happen.	Students write a letter about their future plans.	Students listen for specific points and number the pictures in the correct order.	Students read a text and answer the comprehension questions.	'Will' for predictions about the future.	Vocabulary about weather conditions	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint		Cooperation with the class teacher	Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
			Students talk about the favourite topics in their books.	Students write a paragraph about what they have learned so far.	Students listen to a song, recognizing basic pronunciation patterns and do song worksheet activities.	Students read a dialogue to understand the details and act it out.	Revision of simple present, continuous and simple past tenses	Vocabulary about clothes (Revision)	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint			Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons
	GENERAL REVISION	Topics which have been studied throughout the year such as simple present, continuous and simple past tenses	Students talk about their favorite holiday experiences in the past.	Students write a dialogue about their holiday plans and draw a picture about it.	Students listen to a dialogue for main idea and specific points and take notes.	Students read an article and answer the comprehension questions.	Revision of there is/are, possessive adjectives, possessive pronouns and countable/ uncountable nouns	Vocabulary about holiday activities	Eclectic method, communicative approach, brainstorming, pair work, drama, songs, games, group work, repetition, question- answer	Course book, workbook, teacher's book, interactive whiteboard, software, books and other library resources, CD, DVD, portfolio, PowerPoint			Self evaluation, peer evaluation, teacher evaluation, checklist, rubrics, portfolio	Dictionary usage, the ability to access & gather information, responsibility for their own progress and learning, acquisition of the concept of "active" student	Finding the relevant information, making predictions & inferences, organizing information & making comparisons, giving opinions with reasons

4. SINIF YILLIK PLAN

SÜRE	HAFTA	TEMA	İÇERİK	HEDEFLER			DİL BİLGİSİ	KELİME BİLGİSİ	METOD VE TEKNİKLER	MATERİYALLER	ÖNEMLİ GÜNLER	DİŞİP İNLERARASI İŞBİRLİĞİ	ÖLÇME VE DEĞERLENDİRME	ÇALIŞMA BECERİLERİ	DÜŞÜNME BECERİLERİ
				KONUŞMA	YAZMA	DİNLEME	OKUMA								
EYLÜL		İNSANLAR	Kendisi ve etrafındaki insanların hakkında bilgi	Öğrenciler doğru sözcükler kullanarak kendileri hakkında konuşur, diyaloglarla kendileri hakkında bilgi verirler ve resimler hakkında konuşurlar.	Öğrenciler doğru görselleri kullanarak diyaloglar kendileri hakkında bilgi verirler.	Öğrenciler öğretmenlerini dinleyerek bir metindeki eksik bilgiyi tamamlarlar.	"To be" fiilinin geniş zaman hali	Alfabe ve harfların gününbirin tekeran	İletişimsel yaklaşım, elektirik metod, beyin fırmnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretme kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları	İlköğretim Haftası	Becer ve sınıf öğretmen ile çalışma	Kendi kendinin – arkadaşının veya öğretmeninin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişimlerinin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda buluma, bilgiyi organize etme ve karşılaştırma yapma, ikilerini gerekeçlerle açıklama
				Öğrenciler basit cümlelerle objektif tanımlar, konuşurken sözcükleri doğru telaffuz ederler, bilgi almak için soru sorar ve cevap verirler.	Öğrenciler doğru görselleri kullanarak diyaloglar kendileri hakkında yazı yazdırılır.	Öğrenciler şarkı diller ve kelimeleri doğru telaffuz ederek şarkıyı söylerler.	What's the time? Asking for permission	Filleri öğrenilmesi: eat / fly / have / keep / live / swim	İletişimsel yaklaşım, elektirik metod, beyin fırmnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretme kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları	KIZILAY HAFTASI	Becer ve sınıf öğretmen ile çalışma	Kendi kendinin – arkadaşının veya öğretmeninin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişimlerinin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda buluma, bilgiyi organize etme ve karşılaştırma yapma, ikilerini gerekeçlerle açıklama
				Öğrenciler karşıklı konuşarak bilgi paylaşımında bulunurlar, bulundukları anılamadıkları konuları tekrar edilmelerini isterler.	Öğrenciler doğru görselleri kullanarak diyaloglar kendileri hakkında yazı yazdırılır.	Öğrenciler diyalogdaki yapılar ve bulundukları anılamadıkları konuları tekrar ederler.	What day is it? When's your birthday?	Renkler, mevsimler, aylar	İletişimsel yaklaşım, elektirik metod, beyin fırmnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretme kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Becer ve sınıf öğretmen ile çalışma	Quiz, kendi kendinin – arkadaşının veya öğretmeninin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişimlerinin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda buluma, bilgiyi organize etme ve karşılaştırma yapma, ikilerini gerekeçlerle açıklama
				Öğrenciler resimleri kullanarak doğru telaffuz ederler, karşılaştırma yaparlar.	Öğrenciler doğru görselleri kullanarak diyaloglar kendileri hakkında yazı yazdırılır.	Öğrenciler doğru görselleri kullanarak diyaloglar kendileri hakkında yazı yazdırılır.	Possesive adjectives, this-these, that-those	Aile bireyleri hakkındaki kelimeler	İletişimsel yaklaşım, elektirik metod, beyin fırmnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretme kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Türkçe öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmeninin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişimlerinin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda buluma, bilgiyi organize etme ve karşılaştırma yapma, ikilerini gerekeçlerle açıklama
EKİM		İNSANLAR	Arkadaşlar	Öğrenciler doğru sözcükler kullanarak kendileri hakkında konuşur, diyaloglarla kendileri hakkında bilgi verirler ve resimler hakkında konuşurlar.	Öğrenciler doğru görselleri kullanarak diyaloglar kendileri hakkında yazı yazdırılır.	Öğrenciler doğru görselleri kullanarak diyaloglar kendileri hakkında yazı yazdırılır.	Possesive 's and Punctuation	İnsanlar için kullanılan sıfatlar	İletişimsel yaklaşım, elektirik metod, beyin fırmnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretme kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları	CUMHURİYET BAYRAMI	Türkçe öğretmeni ile çalışma	Genel sınav, Kendi kendinin – arkadaşının veya öğretmeninin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişimlerinin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda buluma, bilgiyi organize etme ve karşılaştırma yapma, ikilerini gerekeçlerle açıklama
				Öğrenciler doğru sözcükler kullanarak kendileri hakkında konuşur, diyaloglarla kendileri hakkında yazı yazdırılır ve bu sını ile paylaşır.	Öğrenciler doğru görselleri kullanarak diyaloglar kendileri hakkında yazı yazdırılır.	Öğrenciler doğru görselleri kullanarak diyaloglar kendileri hakkında yazı yazdırılır.	Have got	Eşyalar ile ilgili kelimeler	İletişimsel yaklaşım, elektirik metod, beyin fırmnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretme kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Sınıf öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmeninin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişimlerinin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda buluma, bilgiyi organize etme ve karşılaştırma yapma, ikilerini gerekeçlerle açıklama



SÜRE	TEMA	İÇERİK	HEDEFLER				DİL BİLGİSİ	KELİME BİLGİSİ	METOD VE TEKNİKLER	MATERYALLER	ÖNEMLİ GÜNLER	DİSİPLİNERARASI İŞBİRLİĞİ	ÖLÇME VE DEĞERLENDİRME	ÇALIŞMA BECERİLERİ	DÜŞÜNME BECERİLERİ
			KONUŞMA	YAZMA	DİNLEME	OKUMA									
AY	ESYALAR	Oyuncaklar	Oğrenciler doğru sözcükler kullanarak ve sözcükleri doğru telaffuz ederek oyuncaklar hakkında konuşurlar, karşılıklı diyalog kurarlar.	Oğrenciler doğru yapılar kullanarak oyuncaklar ile ilgili paragraf yazarlar.	Oğrenciler diyalogu dinlerler ve seçtikleri bilgiyle sorulara cevap verirler.	Oğrenciler bir metni okurlar ve okuduğunu anlama sorularına cevap verirler. Yazamı amaç hakkında konuşurlar.	There is, there are, prepositions of place	Metin ile ilgili kelimeler (kemer, dünya maketi, buz pateni, çizgi roman, piyano, saat)	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Sınıf öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmen in değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişimlerinin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda buluma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
	EĞLENCE	Oyunlar, boş zamanları değerlendirme etkinlikleri	Oğrenciler verilen planı kullanarak hazırlarlar.	Oğrenciler bir metni dinleyerek talimatları uygularlar.	Oğrenciler bir metni okurlar ve okuduğunu anlama sorularına cevap verirler. Yazamı amaç hakkında konuşurlar.	Eğlence ile ilgili kelimeler (kayak, bilgisayar oyunu, top, gitar, gemi)	Eğlence ile ilgili kelimeler (kayak, bilgisayar oyunu, top, gitar, gemi)	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları	Atatürk Haftası		Türkçe öğretmeni ile çalışma	Quiz, kendi kendinin – arkadaşının veya öğretmen in değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişimlerinin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda buluma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
	OKUL YAŞAMI	Günlük rutinler ve dersler (Dinşaf)	Oğrenciler doğru sözcük gruplarını kullanarak okul yaşamı hakkında konuşurlar.	Oğrenciler okul ile ilgili cümleler yazarlar ve sorulara cevap verirler.	Oğrenciler bir metni dinleyerek detaylar hakkında not alırlar.	Oğrenciler bir metni okurlar hikayeyi önce izler sonra okurlar.	Present Simple Positive sentences	Dersler	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Drama öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmen in değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişimlerinin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda buluma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
	OKUL YAŞAMI	Günlük rutinler	Oğrenciler doğru yapıları ve bağlaçları kullanarak okudaki günlük yaşamın ile ilgili bir metin yazarlar.	Oğrenciler okul yaşamı ile ilgili bir konuşma dinler ve talimatlara uyarak nelerden hoşlandıklarını yazarlar.	Oğrenciler bir metni okurlar ve okuduğunu anlama sorularına cevap verirler.	Present Simple Tense (negative, question)	Metin ile ilgili kelimeler (oyun alanı, kitaplık, kafe, ayı, kütüphane, üniforma, başlık vb.)	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları	Oğretmenler günü		Sınıf öğretmeni ile çalışma	Genel sınav, kendi kendinin – arkadaşının veya öğretmen in değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişimlerinin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda buluma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama

KASIM

SÜRE	TEMA	İÇERİK	HEDEFLER				DİL BİLGİSİ	KELİME BİLGİSİ	METOD VE TEKNİKLER	MATERİYALLER	ÖNEMLİ GÜNLER	DİSİPLİNLERARASI İŞBİRLİĞİ	ÖLÇME VE DEĞERLENDİRME	ÇALIŞMA BECERİLERİ	DÜŞÜNME BECERİLERİ
			KONUŞMA	YAZMA	DİNLEME	OKUMA									
ARALIK	OKUL YAŞAMI	Günü rutinler	Öğrenciler günlük yaşamda neleri ne sıklıkta yaptıklarını sorar ve bunun hakkında konuşurlar.	Öğrenciler verilen planı kullanarak hayallerindeki okula ilgili paragraf yazarlar.	Öğrenciler dinledikleri metni ana hatlarıyla anlar ve verilen tabloda eksik bilgiyi tamamlarlar.	Öğrenciler bir hikayeyi izler, okur ve okuduğunu anlar sorularına cevap verirler.	Frequency adverbs	Metin ile ilgili kelimeler (mektup arkadaş, seyahat, günlük vb.)	İletişimsel yaklaşım, elektronik metod, beyin fırnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, gestli kitaplar ve kütüphane kaynakları	İnsan Hakları Haftası	Müzik öğretmeni ile çalışma	Quiz, kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıklama bulurma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
	HOBİLER	En çok sevdikleri hobiler, ilgi alanları	Öğrenciler hobileri hakkında sorular sorar, doğru sözcükleri kullanarak cevaplar yazarlar.	Öğrenciler verilen kelimeleri kullanarak sorular ve cevaplar yazarlar.	Öğrenciler dinledikleri metni ana hatlarıyla anlar ve verilen tabloda eksik bilgiyi tamamlarlar.	Öğrenciler bir hikayeyi izler, okur ve okuduğunu anlar sorularına cevap verirler.	Wh- Questions	metin ile ilgili kelimeler (toplanmak, görmek, yapmak, izlemek, uçurmak, zeki, kazanan vb.)	İletişimsel yaklaşım, elektronik metod, beyin fırnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, gestli kitaplar ve kütüphane kaynakları		Drama öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıklama bulurma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
	EĞLENCE	Eğlence parkları	Öğrenciler eğlence parkları hakkında doğru sözcükler kullanarak konuşurlar.	Öğrenciler plan çıkarak verisak oluşturarak hayallerindeki lüks park hakkında paragraf yazarlar.	Öğrenciler konuşmaları dinleyerek ana fikir ve detayları anlarlar.	Öğrenciler bir metni okurlar ve okuduğunu anlama sorularına cevap verirler.	"Can" for ability and asking for permissions	Eğlence yerleri ile ilgili kelimeler	İletişimsel yaklaşım, elektronik metod, beyin fırnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, gestli kitaplar ve kütüphane kaynakları		Beceri ve sınıf öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıklama bulurma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
	EĞLENCE	Hafta sonu etkinlikleri	Öğrenciler hafta sonu etkinlikleri ve hobileri hakkında konuşurlar.	Öğrenciler soruları ile ilgili cevaplayarak mektup yazarlar.	Öğrenciler bir telefon mesajı dinleyerek ana fikir ve detayları anlarlar.	Öğrenciler bir diyalogu okurlar ve okuduğunu anlama sorularına cevap verirler. Konuyu tartışır.	Do you like? Are you good at?	Hafta sonu etkinlikleri	İletişimsel yaklaşım, elektronik metod, beyin fırnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, gestli kitaplar ve kütüphane kaynakları		Drama öğretmeni ile çalışma	Genel sınav, kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıklama bulurma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
	ÖZEL GÜNLER	Partiler	Öğrenciler yapılacak işler için doğru kapıları kullanarak önerilerde bulunurlar.	Öğrenciler partinin hazırlıkları ile ilgili doğru yapıları kullanarak cümleler yazarlar.	Öğrenciler konuşmaları dinledikleri ve ana fikir ve detayları anlarlar.	Öğrenciler bir hikayeyi izler ve okurlar. Hafta sonu okuduğunu anlama sorularını cevaplarlar.	Imperatives, object pronouns, suggestions (Let's)	Parti hazırlığı ile ilgili kelimeler (balon, pasta, mum, kart, davetiye, parti şapkası)	İletişimsel yaklaşım, elektronik metod, beyin fırnası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, gestli kitaplar ve kütüphane kaynakları	Yeni Yıl	Sosyal Bilgiler öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıklama bulurma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama



SÜRE	TEMA	İÇERİK	HEDEFLER				DİL BİLGİSİ	METOD VE TEKNİKLER	MATERYALLER	ÖNEMLİ GÜNLER	DİSİPLİNLERARASI İŞBİRLİĞİ	ÖLÇME VE DEĞERLENDİRME	ÇALIŞMA BECERİLERİ	DÜŞÜNME BECERİLERİ
			KONUŞMA	YAZMA	DİNLEME	OKUMA								
AY														
OCAK		ÖZEL GÜNLER	Karnavaller	Oğrenciler doğru yapıları ve bağlaçları kullanarak hayallerindeki karnaval ile ilgili bir paragraf yazarlar ve onun resmini çizerek sunarlar.	Oğrenciler şarkı dinler ve kelimeleri doğru telaffuz ederek şarkıyı söylerler.	Oğrenciler bir metni okurlar ve seçtikleri bilgiyle okuduğunu anımlar ve sorularına cevap verirler.	Camaval/ Uncountable nouns	İletişimsel yaklaşım, elektik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları		Beceri ve sınıf öğretmenleri ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda bulunma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
		ÖZEL GÜNLER	Dünyadaki özel günler	Oğrenciler doğru yapıları ve bağlaçları kullanarak doğum günlerinde ne yaptıklarını anlatan bir paragraf yazarlar.	Oğrenciler şarkı dinler ve kelimeleri doğru telaffuz ederek şarkıyı söylerler.	Oğrenciler bir metni okurlar ve seçtikleri bilgiyle okuduğunu anımlar ve sorularına cevap verirler.	Some, any	İletişimsel yaklaşım, elektik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları		Türkçe öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda bulunma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
	YİYECEK	Sevdikleri restoranlar	Oğrenciler günlük yaşam etkinlikleriyle ilgili diyaloglar kurarak konuşurlar.	Oğrenciler doğru yapıları kullanarak sevdikleri restoran ve cafe ile ilgili cümleler yazarlar.	Oğrenciler dinledikleri metinde seçtikleri bilgiyle doğru cevapları işaretlerler.	Oğrenciler bir hikayeyi izler, okur ve seçtikleri bilgiyle okuduğunu anımlar ve sorularına cevap verirler.	Much, many	İletişimsel yaklaşım, elektik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları		Diğer İngilizce öğretmenleri ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda bulunma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
	YİYECEK	Yemek tarifleri	Oğrenciler karşılıklı diyalog kurar, konuşurken kelimeleri doğru telaffuz ederler.	Oğrenciler doğru yapıları kullanarak sevdikleri yiyeceğin tarifini yazarlar.	Oğrenciler dinlene yapılarak bilgiyi seçer ve verilen alıştırma da doğru bilgiyi işaretler, resimleri sıraya sokarlar.	Oğrenciler bir metni okurlar ve seçtikleri bilgiyle okuduğunu anımlar ve sorularına cevap verirler.	A lot of, a few, a little, then, finally, after that, first	İletişimsel yaklaşım, elektik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları		Resim öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda bulunma, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama

SÜRE	TEMA	İÇERİK	HEDEFLER				DİL BİLGİSİ	KELİME BİLGİSİ	METOD VE TEKNİKLER	MATERİYALLER	ÖNEMLİ GÜNLER	DİSİPLİNERARASI İŞBİRLİĞİ	ÖLÇME VE DEĞERLENDİRME	ÇALIŞMA BECERİLERİ	DÜŞÜNME BECERİLERİ
			KONUŞMA	YAZMA	DİNLEME	OKUMA									
AŞ	SPOR	Sevdiği sporcular	Oğrenciler doğru sözcükleri kullanarak resimdeki insanları tanımlarlar.	Oğrenciler verilen resmi anıtan çizimlere doğru cümleler yazarlar.	Oğrenciler bir fikr ve detayları anıtarak sorulara cevap verirler.	Oğrenciler bir metni okur, ister ve seçtikleri bilgiye okuduğunu anlama sorularına cevap verirler.	Present Continuous (positive sentences and time expressions)	Spor ile ilgili kelimeler	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, grup çalışması, drama, şarkılar, oyunlar, tekrar soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları		Müzik öğretmeni ile çalışma	Kendi kendinin – arkadaşının değerlendirilmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarılma becerisi, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler sevdiği sporcular ve değişik sporlar hakkında konuşurlar.	Oğrenciler sevdiği sporcular hakkında paragraf yazarlar.	Oğrenciler bir fikr ve detayları anıtarak sorulara cevap verirler.	Oğrenciler bir metni okur, ister ve seçtikleri bilgiye okuduğunu anlama sorularına cevap verirler.	Present Continuous (negative sentences and questions)	Spor ile ilgili kelimeler	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, grup çalışması, drama, şarkılar, oyunlar, tekrar soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları		Drama öğretmeni ile çalışma	Quiz kendi kendinin – arkadaşının değerlendirilmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarılma becerisi, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler doğru sözcükleri kullanarak onları bir spor takımına ve oyuncular hakkında konuşurlar.	Oğrenciler arkadaşlarına onları bir spor müsabakasına davet eden email yazarlar.	Oğrenciler dinleyerek ana fikir ve detayları anıtarak sorulara cevap verirler.	Oğrenciler bir metni okur, ister ve seçtikleri bilgiye okuduğunu anlama sorularına cevap verirler.	Present Continuous (for the future and time expressions)	Metindeki kelimeler (alıştırma, koc, yarışma, heyecanlı, şampiyon vb.)	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, grup çalışması, drama, şarkılar, oyunlar, tekrar soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları		Sınıf öğretmeni ile çalışma	Kendi kendinin – arkadaşının değerlendirilmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarılma becerisi, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
MART	MEKAN	Ev	Oğrenciler resimlerde gördükleri yerleri tanımlarlar ve basit sorulara cevap verirler.	Oğrenciler doğru yapılan kullananak evleri ile ilgili cümleler yazarlar.	Oğrenciler evleri hakkında bir fikir ve detayları anıtarak sorulara cevap verirler.	Oğrenciler bir hikaye izlerler, okurlar ve sorulara cevap verirler.	Present Simple and Present Continuous	Farklı türlerdeki kelimeler	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, grup çalışması, drama, şarkılar, oyunlar, tekrar soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları	Deprem Haftası	Diğer İngilizce öğretmenleri ile çalışma	Genel sınav, kendi kendinin – arkadaşının değerlendirilmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarılma becerisi, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler doğru yapılan kullananak sınıf kuraları ile ilgili poster hazırlarlar.	Oğrenciler doğru yapılan kullananak sınıf kuraları ile ilgili poster hazırlarlar.	Oğrenciler dinleyerek ana fikir ve detayları anıtarak sorulara cevap verirler.	Oğrenciler bir metni okur, ister ve seçtikleri bilgiye okuduğunu anlama sorularına cevap verirler.	Present Simple and Present Continuous	Meslekler ve işyerleri ile ilgili kelimeler	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, grup çalışması, drama, şarkılar, oyunlar, tekrar soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları	İstiklal Marşı'nın kabulü	Drama öğretmeni ile çalışma	Kendi kendinin – arkadaşının değerlendirilmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarılma becerisi, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler doğru yapılan kullananak evleri ile ilgili cümleler yazarlar.	Oğrenciler doğru yapılan kullananak evleri ile ilgili cümleler yazarlar.	Oğrenciler dinleyerek ana fikir ve detayları anıtarak sorulara cevap verirler.	Oğrenciler bir metni okur, ister ve seçtikleri bilgiye okuduğunu anlama sorularına cevap verirler.	Present Simple and Present Continuous	Meslekler ve işyerleri ile ilgili kelimeler	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, grup çalışması, drama, şarkılar, oyunlar, tekrar soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları	Çanakkale Zaferi ve Şehitleri Anma Haftası	Sınıf öğretmeni ile çalışma	Kendi kendinin – arkadaşının değerlendirilmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarılma becerisi, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
NİS	ULKE	Ülkeler	Oğrenciler doğru yapılan kullananak evleri ile ilgili cümleler yazarlar.	Oğrenciler doğru yapılan kullananak evleri ile ilgili cümleler yazarlar.	Oğrenciler dinleyerek ana fikir ve detayları anıtarak sorulara cevap verirler.	Oğrenciler bir metni okur, ister ve seçtikleri bilgiye okuduğunu anlama sorularına cevap verirler.	Present Simple and Present Continuous	Meslekler ve işyerleri ile ilgili kelimeler	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, grup çalışması, drama, şarkılar, oyunlar, tekrar soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları	Çanakkale Zaferi ve Şehitleri Anma Haftası	Sınıf öğretmeni ile çalışma	Kendi kendinin – arkadaşının değerlendirilmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarılma becerisi, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler doğru yapılan kullananak evleri ile ilgili cümleler yazarlar.	Oğrenciler doğru yapılan kullananak evleri ile ilgili cümleler yazarlar.	Oğrenciler dinleyerek ana fikir ve detayları anıtarak sorulara cevap verirler.	Oğrenciler bir metni okur, ister ve seçtikleri bilgiye okuduğunu anlama sorularına cevap verirler.	Present Simple and Present Continuous	Meslekler ve işyerleri ile ilgili kelimeler	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, grup çalışması, drama, şarkılar, oyunlar, tekrar soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları	Çanakkale Zaferi ve Şehitleri Anma Haftası	Sınıf öğretmeni ile çalışma	Kendi kendinin – arkadaşının değerlendirilmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarılma becerisi, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler doğru yapılan kullananak evleri ile ilgili cümleler yazarlar.	Oğrenciler doğru yapılan kullananak evleri ile ilgili cümleler yazarlar.	Oğrenciler dinleyerek ana fikir ve detayları anıtarak sorulara cevap verirler.	Oğrenciler bir metni okur, ister ve seçtikleri bilgiye okuduğunu anlama sorularına cevap verirler.	Present Simple and Present Continuous	Meslekler ve işyerleri ile ilgili kelimeler	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, grup çalışması, drama, şarkılar, oyunlar, tekrar soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılım, çeşitli kitaplar ve kütüphane kaynakları	Çanakkale Zaferi ve Şehitleri Anma Haftası	Sınıf öğretmeni ile çalışma	Kendi kendinin – arkadaşının değerlendirilmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarılma becerisi, bilgiyi organize etme ve karşılaştırma yapma, fikirlerini gerekçelerle açıklama



SÜRE	TEMA	İÇERİK	HEDEFLER				DİL BİLGİSİ	METOD VE TEKNİKLER	MATERİYALLER	ÖNEMLİ GÜNLER	DISİPLİNLERARASI İŞBİRLİĞİ	ÖLÇME VE DEĞERLENDİRME	ÇALIŞMA BECERİLERİ	DÜŞÜNME BECERİLERİ
			KONUŞMA	YAZMA	DİNLEME	OKUMA								
HAFTA														
AV	SEYAHAT	Tatli anıları	Oğrenciler doğru sözcükleri ve kelimeleri kullanarak resim hakkında konuşurlar.	Oğrenciler dinleyerek anlatılan bilgileri soruları işaretlerler.	Oğrenciler konuşmaları dinleyerek anlatılan soruları cevaplarlar.	Oğrenciler bir metni okurlar ve okuduğunu anlama sorularını cevaplarlar.	Past Simple regular verbs	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Türkçe öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmeninin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda bulunma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama
	SEYAHAT	Şehirler	Oğrenciler doğru sözcükleri ve kelimeleri kullanarak resim hakkında konuşurlar.	Oğrenciler plan hazırlayarak arkadaşlarına kartpostal yazarlar.	Oğrenciler şarkı dinler ve kelimeleri doğru telaffuz ederek şarkıyı söylerler.	Oğrenciler bir metni okurlar ve okuduğunu anlama sorularını cevaplarlar.	Past Simple irregular verbs	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Coğrafya öğretmeni ile çalışma	Genel sınav, kendi kendinin – arkadaşının veya öğretmeninin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda bulunma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama
	SAĞAT	Sanatçılar, ünlüler	Oğrenciler oyun oynayarak tahminde bulunurlar.	Oğrenciler dinledikleri metinde gerekli bilgiyi seçerek verilen soruları cevaplarlar.	Oğrenciler hikaye izlerler, okudunu anlama sorularını cevaplarlar.	Oğrenciler bir metni okurlar ve okuduğunu anlama sorularını cevaplarlar.	Past Simple regular and irregular verbs	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları	23 Nisan Ulusal Egemenlik ve Çocuk Bayramı	Drama öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmeninin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda bulunma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama
	SAĞAT	Çizgi filmler	Oğrenciler çizgi film karakterleri hakkında konuşurlar.	Oğrenciler verilen kelimeleri doğru biçimde kullanarak geçmiş zamanda sorular yazarlar.	Oğrenciler konuşmaları dinleyerek eksik bilgiyi tamamlarlar.	Oğrenciler bir metni okurlar ve seçtikleri bilgiye okuduğunu anlama sorularına cevap verirler.	Wh- questions in Simple Past tense	İletişimsel yaklaşım, elektirik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Türkçe öğretmeni ile çalışma	Quiz, kendi kendinin – arkadaşının veya öğretmeninin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "aktif" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarımda bulunma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama

NİSÂN

SÜRE	TEMA	İÇERİK	HEDEFLER				KELİME BİLGİSİ	METOD VE TEKNİKLER	MATERYALLER	ÖNEMLİ GÜNLER	DISİPLİNLERARASI İŞBİRLİĞİ	ÖLÇME VE DEĞERLENDİRME	ÇALIŞMA BECERİLERİ	DÜŞÜNME BECERİLERİ
AY			KONUŞMA	YAZMA	DİNLEME	OKUMA	DİL BİLGİSİ							
MAYIS	SANAT	Filmler	Oğrenciler karşıklı diyalog kurar, kelimeleri doğru kullanır ve doğru telaffuz ederler.	Oğrenciler izledikleri bir hayvanlarla ilgili paragrafta yazırlar.	Oğrenciler bir metni dinler ve seçtikleri bilgiyle anlama sorularına cevap veriler.	Oğrenciler bir metni okurlar ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Simple Past Tense	İletişimsel yaklaşım, ekledik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Diğer İngilizce öğrenimleriyle ilgili çalışmaları	Genel erav. Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarım buluma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler resimde gördüklerini doğru sözcüklerle kullanarak karşılaştırlar.	Oğrenciler sevdikleri hayvanlarla ilgili paragrafta yazırlar.	Oğrenciler bir metni dinler ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Oğrenciler bir metni okurlar ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Comparatives and superlatives	İletişimsel yaklaşım, ekledik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Fen Bilgisi öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarım buluma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler doğru sözcükler kullanarak resimler hakkında konuşurlar.	Oğrenciler verilen bir konu hakkında hazırlarlar.	Oğrenciler bir metni dinler ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Oğrenciler bir metni okurlar ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Comparatives and superlatives	İletişimsel yaklaşım, ekledik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları	19 Mayıs Atatürk'ü Anma ve Gençlik ve Spor Bayramı	Fen Bilgisi öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarım buluma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler planları hakkında sorar, cevap verir ve fikirlerini belirtirler.	Oğrenciler hafta sonu planlarıyla ilgili cümle yazırlar.	Oğrenciler bir metni dinler ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Oğrenciler bir metni okurlar ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Comparatives and superlatives	İletişimsel yaklaşım, ekledik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Fen Bilgisi öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarım buluma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama
HAZİRAN	DOĞA	Hava durumu	Oğrenciler resimlere bakarak ne olacağı hakkında tahminde bulunurlar.	Oğrenciler gelecek planlarını çizen mektup yazırlar.	Oğrenciler bir metni dinler ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Oğrenciler bir metni okurlar ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	"Will" for predictions about the future	İletişimsel yaklaşım, ekledik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları		Sınıf öğretmeni ile çalışma	Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarım buluma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler kitapta en sevdikleri konuları ile ilgili konuşurlar.	Oğrenciler şu ana kadar öğrendikleri ile ilgili paragrafta yazırlar.	Oğrenciler şarkı dinler ve kelimeleri doğru telaffuz eder şarkıyı söylerler.	Oğrenciler bir metni dinler ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Revision of Simple Present, Continuous and Simple Past Tense	İletişimsel yaklaşım, ekledik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları			Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarım buluma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler geniş zaman, şimdiki zaman ve geçmiş zaman konuları hakkında konuşurlar.	Oğrenciler tatil planları ile ilgili bir diyalog yazırlar ve ana fikir ve detayları hakkında resmini çizerler.	Oğrenciler bir metni dinler ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Oğrenciler bir metni okurlar ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Revision of there is/are, possessive adjectives, pronouns and countable nouns	İletişimsel yaklaşım, ekledik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları			Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarım buluma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama
			Oğrenciler tatil planları hakkında konuşurlar.	Oğrenciler tatil planları ile ilgili bir diyalog yazırlar ve ana fikir ve detayları hakkında resmini çizerler.	Oğrenciler bir metni dinler ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Oğrenciler bir metni okurlar ve seçtikleri bilgiyle okuduğunu anlama sorularına cevap veriler.	Revision of there is/are, possessive adjectives, pronouns and countable nouns	İletişimsel yaklaşım, ekledik metod, beyin fırtınası, ikili çalışma, grup çalışması, drama, şarkılar, oyunlar, tekrar, soru-cevap	Ders kitabı, çalışma kitabı, öğretmen kitabı, interaktif beyaz tahta yazılımı, çeşitli kitaplar ve kütüphane kaynakları			Kendi kendinin – arkadaşının veya öğretmenin değerlendirmesi, kontrol listesi, rubrik, portfolyo	Sözlük kullanımı, bilgiye erişme ve kullanma becerisi, kendi öğrenme ve gelişiminin sorumluluğunu üstlenme, "akıl" öğrenci kavramının öğrenilmesi	İstenen bilgiyi bulma, tahmin ve çıkarım buluma, bilgiyi organize etme ve karşılaştırmaya yapma, fikirlerini gerekçelerle açıklama



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

Karar Sayısı : 14

Karar Tarihi : 31/03/2016

Konu : Türk Eğitim Derneği Okulları İngilizce Dersi
(Okul Öncesi ve 1-12. Sınıflar) Öğretim Programı

Özel Öğretim Kurumları Genel Müdürlüğünün 18/02/2016 tarihli ve 16915068-101.01.04-E.1898718 sayılı yazısı üzerine Kurulumuzda görüşülen **Türk Eğitim Derneği Okulları İngilizce Dersi (Okul Öncesi ve 1-12. Sınıflar) Öğretim Programının**, 2016-2017 Eğitim ve Öğretim Yılından itibaren ekli örneğine göre uygulanması,

Kurulumuzun 04/06/2012 tarihli ve 51 sayılı kararıyla kabul edilen Türk Eğitim Derneği Okulları İngilizce Dersi (Okul Öncesi ve 1-12. Sınıflar) Öğretim Programının, 2016-2017 Eğitim ve Öğretim Yılından itibaren uygulamadan kaldırılması hususunu uygun görüşle arz ederiz.

Doç. Dr. Ali YILMAZ
ÜYE

Dr. Fatma Elif KILINÇ
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Kâmil YEŞİL
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Dr. Mehmet SÜRMELİ
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ÜYE

Dr. Hatice YILDIZ
ÜYE

Dr. Hüseyin ŞİRİN
Kurul Başkan V.

UYGUNDUR
.../03/2016

Nabi AVCI
Millî Eğitim Bakanı



Handwriting practice lines consisting of 20 horizontal dotted lines.