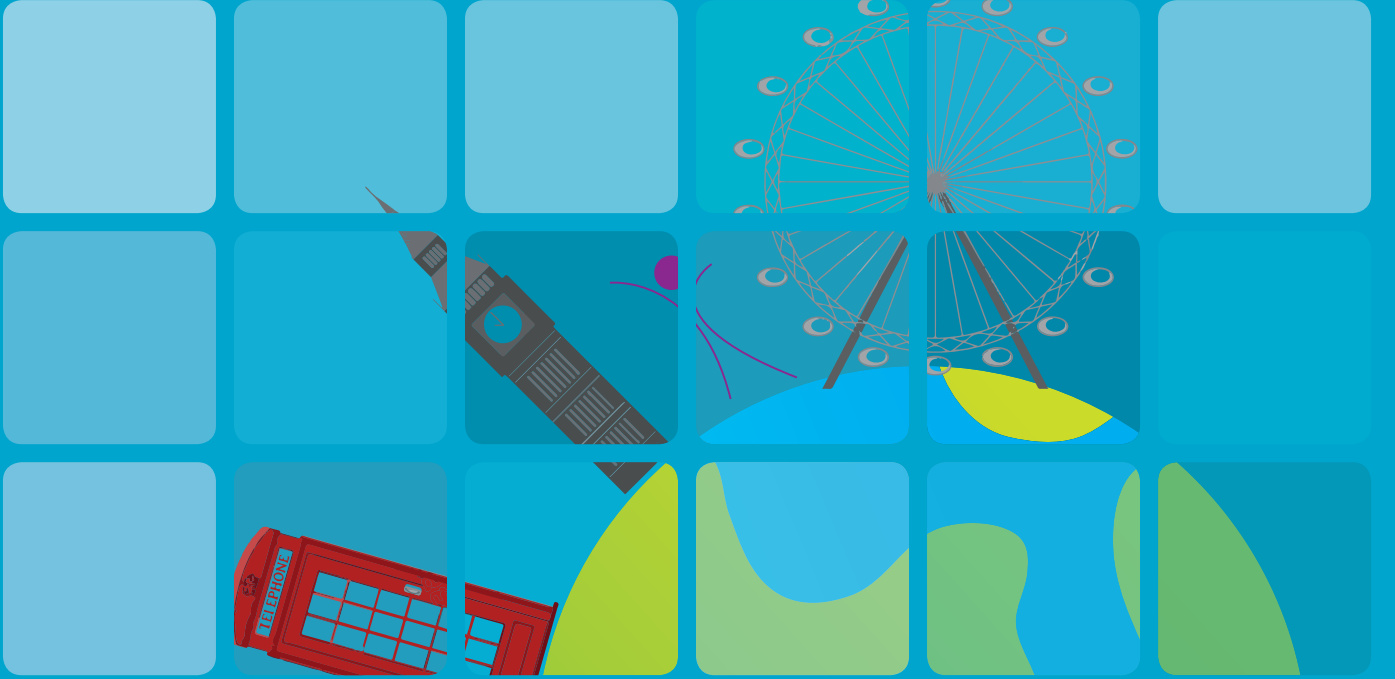




T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Temel Eğitim Genel Müdürlüğü



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





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MAJOR PHILOSOPHY OF THE PROGRAM

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

1. Revision of the theoretical framework;
 - a. Reviewing the program with regards to values education
 - b. Including the basic skills as themes
 - c. Expanding certain subsections, such as testing and evaluation and suggestions
2. Revision of each grade by;
 - a. Revision of the targeted language skills and their linguistic realizations
 - b. Evaluation and the update of the contexts, tasks and activities
 - c. Analysis and general update of the program in terms of functions and forms covered

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

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

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

GENERAL OBJECTIVES OF THE PROGRAM

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

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

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

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

KEY COMPETENCES IN THE PROGRAM

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

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

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

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

VALUES EDUCATION IN THE PROGRAM

No contemporary scholar of the educational sciences would discuss or describe education at any level without certain universal and local values that are critical for the individuals and societies. As prescribed in Basic Law of the National Education No. 1739 as well as in the modern literature concerned (UNESCO, 1995), values refer to the personal and societal beliefs and attitudes that are framed by specific universal and national dispositions, such as (but not limited to) Awareness of Environment, Awareness of Historical Heritage, Being Diligent, Cooperation, Family and Friendship, Generosity, Helpfulness, Mercifulness, Modesty, Self-confidence, Self-esteem, Sense of Justice and Being Just, Self-regulation, Patience Respect, Responsibility, Patriotism and Sense of Freedom.

The review process of the program was also about the question of how to include those and similar values into the syllabi for all of the grades. Similar with the efforts spent for the inclusion of the eight key competences to the program, the values were primarily embedded into the themes and topics of each unit as much as the language skills and functions covered in those units permitted such an update. Teachers and course book authors are encouraged to make use of key competences and values depicted in the program.

TESTING AND EVALUATION APPROACH OF THE PROGRAM

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

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

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

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

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

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

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

SUGGESTED TESTING TECHNIQUES FOR THE ASSESSMENT OF LANGUAGE SKILLS

| Language Skills | Testing Techniques* | Suggestions for Test Preparation |
|-----------------|---|---|
| Speaking | Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. | <ul style="list-style-type: none"> • Make sure you have prepared a reliable assessment rubric to assess students. • Anxiety and inhibition may cause problems: Provide a relaxing atmosphere in testing. • Encourage self- and peer-assessment if applies (for higher proficiency grades). |
| Listening | Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. | <ul style="list-style-type: none"> • Include both bottom-up and top-down listening techniques. • Bottom-up techniques typically focus on sounds, words, intonation, important grammatical structures, and other components of spoken language. • Top-down techniques are concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text. |

| Language Skills | Testing Techniques* | Suggestions for Test Preparation |
|-------------------------------|--|---|
| Reading | Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers. | <ul style="list-style-type: none"> • Include both bottom-up and top-down reading techniques. • Bottom-up techniques focus on morphological dynamics, words, collocations, key grammatical structures, and other components of written language. • Top-down techniques are concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text. |
| Writing | Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/essay/e-mail/journal entry/etc., Writing a topic sentence/thesis statement | <ul style="list-style-type: none"> • Make sure you have prepared a reliable assessment rubric to assess students. • Provide a Genre (what to write), Audience (whom to write) and Purpose (why to write) for each writing assessment task. • Encourage self- and peer-assessment if applies (for higher proficiency grades). |
| Samples for Integrated Skills | Summarizing a text (listening/reading and writing), Taking notes (listening and writing), Reporting an event (listening/reading and speaking), Paraphrasing (listening/reading and writing), Preparing a mind-map (reading/listening and writing), Cloze/C-test (reading and writing), Dictation (listening and writing), Reading a text and present it (reading and speaking), Writing a text and present it (reading and speaking), Outlining a reading text (reading and writing) | <ul style="list-style-type: none"> • Offer authentic or real-like tasks to promote communicative testing. • Avoid offering tasks beyond students' current intellectual and cognitive maturity. • Provide samples to trigger task completion via linguistic performance. |
| Alternative Assessment | Portfolio Assessment, Project Assessment, Performance Assessment, Creative Drama Tasks, Class Newspaper/Social Media Projects, Journal Performance, etc. | <ul style="list-style-type: none"> • Determine initially the content, criteria for task inclusion, describe criteria for grading and the analytic rubric carefully, and present those aspects to the students before the application. Make sure students understand and accept the rules of application. • Encourage the inclusion of all language skills in portfolio content with equal weight and value. • Note that portfolio assessment procedure would be incomplete and thus useless without feedback and reflection. |

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

STRUCTURE OF THE CURRICULUM

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

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

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

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

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

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

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

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

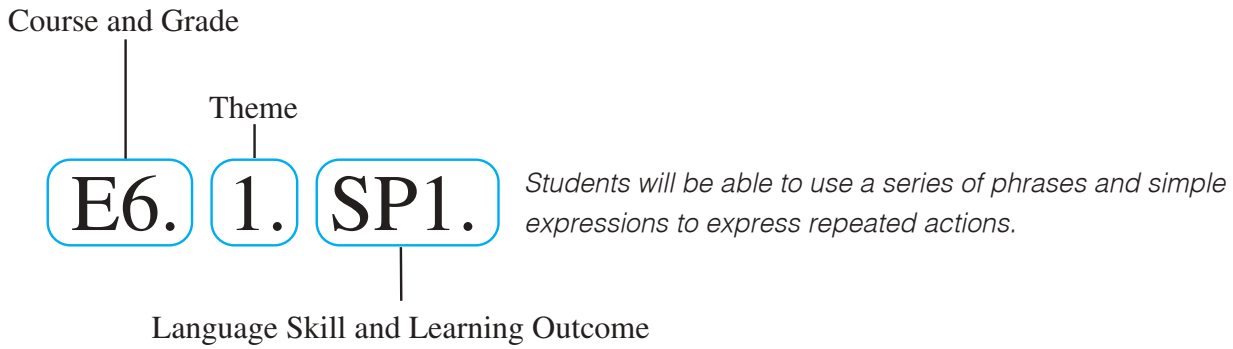
Model English Language Curriculum (For 2nd – 8th Grades)

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

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

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

All of the foreign language skills [Reading (R), Listening (L), Speaking (S¹), and Writing (W)] were addressed throughout the new program for English language, yet little emphasis is given to reading and writing in the second and third grades. The learning outcomes specified within the program were coded with regard to the course name, grade, unit title/theme number, language skill and the number of the learning outcomes. Language skills were also coded to pinpoint the place of a given objective throughout the syllabus. These codes were then assigned to each learning outcome, as follows:



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

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

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

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

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

IMPORTANT ISSUES FOR THE APPLICATION OF THE PROGRAM

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

- Communication is carried out in English as much as possible.
- Communication is focused on the creation of real meaning.
- Students listen and speak just as they would in a target language community.
- Students use their developing English skills in every aspect of learning.
- Students are continuously exposed to English through audio and visual materials.
- Enjoyment of language learning is fostered through activities such as arts and crafts, TPR, and drama.
- Students are taught to value their mother tongue and feel validated in using it as needed while they move forward on their journey in English.
- L1 (first language) usage is not prohibited or discouraged, but it should be employed only as necessary (i.e., for giving complex instructions or explaining difficult concepts).
- Students are supported and guided by smiling teachers who “understand” what they are saying.
- Teachers are present in the classroom mainly for communicating in English (and, if necessary, in Turkish).
- The focus of learning is on deepening communication, rather than on completing curricular items within a given period of time.
- Errors are not addressed during communication, so as not to disrupt the flow; problem areas are noted by the teacher and addressed at a later time through practice and reinforcement.
- Students frequently encounter materials that have previously been covered in order to reinforce what they already know.
- Students develop high motivation for learning by completing challenging, yet achievable activities.
- Students produce materials to share with the rest of the school and the outside world.
- Parents are encouraged to be part of the process and are kept up-to-date on their child’s learning through parent-child meetings.
- Students develop communicative skills in English by “doing things with the language” rather than by “learning about the language”.
- Course book authors and material developers are expected to address values and key competences depicted in the program by making effective context choices.
- Course book authors and material developers are expected to include values and key competences depicted in the program implicitly in course materials.

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

- Go from the familiar to the unfamiliar. Use cognates as a starting point (e.g., doctor, zebra, gorilla). Use media, cultural artifacts and people as much as possible to contextualize the lessons and to keep students' interest alive.
- Remind children that learning English language is easy and enjoyable.
- Do not correct students' errors on the spot. Note down the language issues that cause confusion, and then practice them as much as possible.

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

- The curriculum should be viewed and practiced as a spiral entity. Remind students' earlier learning and use previous activities, songs and vocabulary to support retention.
- Suggest students frequently that they sing the songs they learn at school. Recommend the parents to encourage and appreciate their children.
- Use "headlines" when you speak, especially at lower grade levels. A headline is using the most expressive word in a chunk (especially with a rising or falling intonation) to get the message across. Examples:

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

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

- Students should not have notebooks at the 2nd and 3rd grade levels, as the focus is on listening and speaking only. Do not give them the lyrics of the songs you are singing as reading material. They should pick the words up from the song and from you.
- Reading aloud is an interesting activity for this age group. Use drama and gestures as you read. Change your voice as appropriate, especially to voice a different character.
- Units are not discrete. You can always move between and among the units. Integrate bits and pieces as much as you like so as to make the communication run smoothly.
- Note the importance of differences between home and target culture, and be pedagogically correct. For instance, do not create negative models for students, as is the case with the teaching of elements such as food items in many materials. Refrain from giving examples such as children looking at fruits and vegetables and saying "yuck!".

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SUGGESTED CONTEXTS AND TASKS/ACTIVITIES**Contexts**

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

Tasks/Activities

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

SAMPLE COMMUNICATIVE FUNCTIONS AND USEFUL LANGUAGE

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

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

| Communicative Functions | Suggested Useful Language |
|-------------------------------------|---|
| | <ul style="list-style-type: none"> — Sounds like fun. — I don't think I can. — How about some other time? — Well, sorry but ... <p>Do you want to come to my party tomorrow? Want to come to my party?</p> <ul style="list-style-type: none"> — Sure, thanks for the invite. — Sounds great! What time should I be there? — I'll be there! — Thanks for asking but I'm busy. — Sorry, I can't make it. <p>Are you free tomorrow evening? I'm hosting a party.</p> <ul style="list-style-type: none"> — Yes, I would love to attend your party. Thank you for the invitation. — Yes, that sounds like fun, thank you for inviting me. — I'm sorry but I can't make it. — I can't attend, but thank you for the invitation. |
| Asking and giving directions | <p>Could you tell me how to go/get to Istanbul? How can I go/get to Istanbul?</p> <ul style="list-style-type: none"> — You (can) go by plane/train/boat/bus/... — You (can) take a/the plane/train/boat/bus/... |
| Asking for permission | <p>Can (May) I open the window? May I have a word? May I share my opinion? Would it be OK if I open(ed) the window? Would it be all right if I open(ed) the window? Do you think I could? Do you mind if I? Is it OK if I? Are we allowed to?</p> |
| Asking personal questions | <p>When was your birthday? When were you born? Where were you born?</p> |
| Describing characters/people | <p>What does s/he look like?</p> <ul style="list-style-type: none"> — She is young and good-looking. She is twenty-five years old. — She is young and good-looking, with dark eyes and long red hair. — He is tall and thin, with brown hair. He is twenty-five years old. — She is average height, dark-haired, quite thin, and wears glasses. — She's about fifty. — He is old, short, medium-build, with gray hair and a beard. — She has dark eyes, wavy blond hair, and a nice figure. She looks great. — He is a handsome middle-aged man. She is a pretty young girl. <p>How do I look?</p> <ul style="list-style-type: none"> — You look good/great/nice. — You look good. You look great. You look nice. — You look terrible. You look awful. <p>What is s/he like?</p> <ul style="list-style-type: none"> — He is friendly and dependable. He is interesting and amusing. — He is smart and honest. He also has a good sense of humor. I like him. — She is careless and lazy. You can't depend on her. — She is serious, organized, hard-working, and tough. — He is old, sick, and lonely. She is a nice clever girl. — His character is terrible. He is hostile and bad-tempered. He doesn't have many friends. |

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

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

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

| Communicative Functions | Suggested Useful Language |
|---|--|
| Giving simple directions | <p>It's to prevent people from parking here. The reason for this is money. It's caused by the hot weather. Why did he do that? What's the reason for this? Can you explain this?</p> |
| Greeting, saluting, and meeting people | <p>Hello. / Hi. Good morning. Good afternoon. Good evening. Good night. Good to see you! Nice to see you! Nice to have you here! Hello, ... (name) Nice to meet you. (informal) Pleased to meet you. How do you do? (formal) Nice to see you. Nice to see you again. Nice meeting you. My pleasure. Me, too. Say Good bye. Bye. / See you. OK, see you later! See you soon. See you tomorrow. See you next week. Take (good) care! How are you? How are you today? -Fine, thank you/thanks. Not too bad. Very well. I'm okay / all right. Not too well, actually.</p> |
| Introducing People | <p>What's your name? My name is ... I am ... My friends call me ... You can call me ... This is ... Meet ... Haven't we met (before)? -Yes, I think we have. -No, I don't think we have. -I think we've already met. -I don't think we've met (before).</p> |

| Communicative Functions | Suggested Useful Language |
|---|--|
| Handling phone conversations | <p>May I talk to Ayşe, please? Is Alex there? I will talk to you soon. Can I speak to? Can I ask who is speaking? I'll call you later. Leave a message. Hi Simon, it's Anna. Did you get my message? Can I speak to Rob, please? Hi, Jenny. Where are you? Thanks for getting back to me. Leave a message after the beep. What's your number? I'm returning your call.</p> |
| Identifying countries and nationalities | <p>I am Turkish./Ankara is in Turkey./China is in Asia. Where are you from? Where do you come from?</p> |
| Making comparisons | <p>A skyscraper is taller than a house. Which city is more beautiful? New York or Istanbul? Who is taller Jack/Mike?</p> |
| Making simple inquiries | <p>What is in English? Do you get up early? What do/doeslook like? What is/are like? Has/Havegot?</p> |
| Making simple requests | <p>Would you close the door, please? Pardon me? Can you say that again, please? Say that again, please Can I use your computer, please? Could I borrow some money from you please? Do you mind if I ...?</p> |
| Making/accepting/refusing simple suggestions | <p>Let's play! Let's have a break. Take a break. Let's go fishing. Let's go hiking! Let's get started. -OK/That sounds great./That's a good idea. How about jogging? -Sorry. I can't now. I must study. -No. I am too tired. -Well, sorry but I must...</p> |
| Talking about daily routines | <p>I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night.</p> |

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

2. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

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

Temel Düzey Kullanıcı

Giriş veya Keşif Düzeyi (A1) Ortak Yeti Açıklamaları

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

2. SINIF / 2nd GRADE

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

2. SINIF / 2nd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|---|---|---|--|
| <p style="text-align: center;">Friends 2</p> | <p>Asking someone's name What's your name? —My name is John. —I'm John. —This is John. —John.</p> <p>Greeting and meeting people Hi! Hello! Good morning! Good afternoon! Good night! Good bye! Bye! How are you? —I'm fine. You? —I'm okay, thank you. How are you? Great, thanks.</p> | <p>Listening E2.2.L1. Students will be able to understand simple expressions about greeting and meeting someone. E2.2.L2. Students will be able to understand when someone introduces himself or herself.</p> <p>Speaking E2.2.S1. Students will be able to use everyday expressions for greeting and meeting someone. E2.2.S2. Students will be able to ask questions to learn someone's name. E2.2.S3. Students will be able to ask questions to find out how they are doing. E2.2.S4. Students will be able to introduce themselves in a simple way.</p> | <p>Contexts Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Reordering</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare masks to represent imaginary characters and then meet others and introduce themselves. • Students prepare a poster to demonstrate how people greet each other. |

2. SINIF / 2nd GRADE

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

2. SINIF / 2nd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|--|---|---|
| <p style="text-align: center;">4 Numbers</p> | <p>Expressing quantity How many ... are there? —four (pencils). —five (schoolbags). —seven (books).</p> <p>Making simple inquiries How old are you? —I am 7. —I am 7 years old.</p> <p>Naming common objects board, -s book, -s crayon, -s desk, -s notebook, -s paper pen, -s pencil, -s schoolbag, -s scissors table, -s</p> <p>Naming numbers Numbers from 1 to 10.</p> | <p>Listening E2.4.L1. Students will be able to identify and understand the names of some classroom objects. E2.4.L2. Students will be able to identify the numbers from 1 to 10.</p> <p>Speaking E2.4.S1. Students will be able to express the correct names of the classroom objects. E2.4.S2. Students will be able to express numbers from 1 to 10 and quantities of things.</p> | <p>Contexts Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • In pairs, students prepare a puzzle about numbers. |

2. SINIF / 2nd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|---|---|---|
| <p style="text-align: center;">Colors 5</p> | <p>Expressing likes and dislikes I like red and blue. I don't like brown.</p> <p>Making simple inquiries What color is it? —Green. —It's red.</p> <p>Naming colors black blue brown green orange pink purple red white yellow</p> <p>Naming numbers How many red crayons are there? —Three. —Three crayons.</p> | <p>Listening E2.5.L1. Students will be able to understand the names for colors of things.</p> <p>Speaking E2.5.S1. Students will be able to name the colors of things. E2.5.S2. Students will be able to talk about the colors they like. E2.5.S3. Students will be able to express numbers and quantities of things.</p> | <p>Contexts Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a color scale by cutting and pasting colored papers and then present it. |

2. SINIF / 2nd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|---|--|--|
| <p style="text-align: center;">6 At the Playground</p> | <p>Making simple inquiries Do you dance? —Yes! —Yes, I do. —No! —No, I don't.</p> <p>Making simple suggestions Let's dance. ... jump/skip (rope). ... play ... chess ... football/basketball/ ... hide and seek ... run. ... sing. ... slide. ... walk.</p> | <p>Listening E2.6.L1. Students will be able to understand short, simple suggestions.</p> <p>Speaking E2.6.S1. Students will be able to make suggestions in a simple way. E2.6.S2. Students will be able to ask and answer simple questions.</p> | <p>Contexts Advertisements Cartoons Illustrations Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • In groups, students draw and name the actions they have learnt. |

2. SINIF / 2nd GRADE

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

2. SINIF / 2nd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|---|--|---|--|
| <p style="text-align: center;">8 Pets</p> | <p>Making simple inquiries Where is the cat? The cat is... Where are the birds? The birds are...</p> <p>Talking about locations of things —The birds are in the tree. ... on the car. —The cat is... ... under the table.</p> <p>bird, -s cat, -s dog, -s fish rabbit, -s turtle, -s</p> | <p>Listening E2.8.L1. Students will be able to identify certain pet animals. E2.8.L2. Students will be able to follow short, simple and oral instructions about the names and locations of pet animals.</p> <p>Speaking E2.8.S1. Students will be able to say the names of certain pet animals. E2.8.S2. Students will be able to say where the animals are by pointing out them.</p> | <p>Contexts Advertisements Captions Cartoons Conversations Fables Illustrations Songs Stories Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students draw the pet animals they have learnt to prepare posters and then display them on the classroom walls. |

2. SINIF / 2nd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|---|--|---|
| <p style="text-align: center;">Fruits 9</p> | <p>Expressing likes and dislikes — I like watermelon. — I don't like grapefruit.</p> <p>Giving and responding to simple instructions Touch the melon. Show the apples. —Sure. —Okay. —Of course.</p> <p>Telling someone what to do Cut the peach. Give the banana. Eat the grapes. Color the lemons.</p> <p>apple, -s banana, -s fruit, -s grapefruit, -s grape, -s melon, -s orange, -s peach, -es lemon, -s watermelon, -s</p> | <p>Listening E2.9.L1. Students will be able to recognize the names of fruits. E2.9.L2. Students will be able to follow short, simple and oral instructions.</p> <p>Speaking E2.9.S1. Students will be able to talk about the fruits they like. E2.9.S2. Students will be able to tell others to do things with fruits by pointing out them</p> | <p>Contexts Advertisements Conversations Coupons Fairy tales Illustrations Instructions Lists Menus Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making puppets Matching Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students draw a fruit basket with the fruits they like and name them. • Students play a game “find someone who” by asking each other about the fruits they like and dislike. |

2. SINIF / 2nd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|---|---|---|---|
| <p style="text-align: center;">10 Animals</p> | <p>Expressing abilities I am a duck. I can swim. I am a horse. I can run. Monkeys can jump. Elephants can run. Fish can swim. Birds can fly.</p> <p>Expressing likes and dislikes I like donkeys. I don't like spiders.</p> <p>Making simple inquiries Can you jump? — Yes, I can. — I can jump. Can birds fly? — Yes. — Yes. Birds can fly.</p> <p>chicken, -s cow, -s donkey, -s duck, -s elephant, -s goat, -s horse, -s lion, -s monkey, -s snake, -s spider, -s</p> | <p>Listening E2.10.L1. Students will be able to recognize the names of certain animals. E2.10.L2. Students will be able to understand common expressions about abilities.</p> <p>Speaking E2.10.S1. Students will be able to talk about the animals they like/dislike. E2.10.S2. Students will be able to talk about abilities.</p> | <p>Contexts Advertisements Captions Cartoons Conversations Fables Illustrations Poems Posters Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students complete and reflect on their visual dictionary by including new vocabulary items. • In groups, students prepare animal masks and color them. |

3. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

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

Temel Düzey Kullanıcı

Giriş veya Keşif Düzeyi (A1) Ortak Yeti Açıklamaları

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

3. SINIF / 3rd GRADE

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

3. SINIF / 3rd GRADE

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

3. SINIF / 3rd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|--|---|--|
| <p style="text-align: center;">3 People I love</p> | <p>Describing characters/people Are you young? — Yes, I am. — No, I am not. Is s/he strong? — Yes, s/he is. — No, s/he isn't.</p> <p>Expressing ability and inability Can s/he run fast? — Yes, s/he can. — No, s/he can't.</p> <p>big/small fast/slow fat/slim old/young strong/weak tall/short</p> | <p>Listening E3.3.L1. Students will be able to recognize the physical qualities of individuals. E3.3.L2. Students will be able to follow short, simple and oral instructions.</p> <p>Speaking E3.3.S1. Students will be able to talk about physical qualities of individuals. E3.3.S2. Students will be able to talk about abilities.</p> | <p>Contexts Cartoons Conversations Illustrations Lists Podcasts Posters Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Matching Making puppets Questions and Answers Reordering</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to show/write what super heroes can and/or cannot do. |

3. SINIF / 3rd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|---|---|--|--|
| <p style="text-align: center;">4 Feelings</p> | <p>Expressing feelings I am happy. I feel good.</p> <p>Making simple suggestions Let's... ... cook ... dance ... drink ... eat ... go ... play ... read ... run ... swim ... sleep ... study ... walk ... watch</p> <p>angry energetic/tired good/bad happy/unhappy hungry okay sad surprised thirsty</p> | <p>Listening E3.4.L1. Students will be able to recognize the names of emotions/feelings. E3.4.L2. Students will be able to recognize simple suggestions.</p> <p>Speaking E3.4.S1. Students will be able to talk about personal emotions/feelings. E3.4.S2. Students will be able to make simple suggestions.</p> | <p>Contexts Captions Cartoons Conversations Illustrations Podcasts Poems Posters Signs Songs Stories Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Matching Making Puppets Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare posters to display different state of feelings and hang the posters on the classroom walls. |

3. SINIF / 3rd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|--|---|--|
| <p style="text-align: center;">Toys and Games 5</p> | <p>Expressing quantity How many kites are there? — Three. — There are three balls.</p> <p>Naming colors My ball is green. It's a yellow kite.</p> <p>Talking about possessions Have you got a teddy bear? — Yes, I have. — No, I have not. — Yes. I have got a teddy bear.</p> <p>ball, -s block, -s button, -s chess computer game, -s playing card, -s doll, -s kite, -s teddy bear, -s toy, -s</p> | <p>Listening E3.5.L1. Students will be able to recognize the names of toys. E3.5.L2. Students will be able to follow short and simple dialogues about possessions.</p> <p>Speaking E3.5.S1. Students will be able to talk about the quantity of things. E3.5.S2. Students will be able to tell the colors and quantity of the toys they have.</p> | <p>Contexts Advertisements Charts Conversations Coupons Fairy tales Illustrations Instructions Lists Poems Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students bring their favorite toys to classroom and introduce them to their friends in English. |

3. SINIF / 3rd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|---|--|---|
| <p style="text-align: center;">My House 6</p> | <p>Describing sizes and shapes Is it big? — Yes, it is. — No. It is small. Is it round? — Yes, it is. — No. It is square.</p> <p>Talking about locations of things Where is ...? — It's in the bathroom. — It's on the bed. — It's under the table. — It's over here/ over there. — It's right here/ right there.</p> <p>Talking about possessions Has s/he got shampoo in the bathroom? — Yes, s/he has. — No, s/he has not. — Yes. S/he has got shampoo.</p> <p>bathroom bedroom garage house/home kitchen living room playroom bed, -s chair, -s cup, -s kettle, -s shampoo/soap sofa, -s</p> | <p>Listening E3.6.L1. Students will be able to recognize the characteristics of shapes. E3.6.L2. Students will be able to recognize the names of the parts of a house. E3.6.L3. Students will be able to follow short, simple and oral instructions about size and shapes.</p> <p>Speaking E3.6.S1. Students will be able to talk about the shapes of things. E3.6.S2. Students will be able to ask about and say the parts of a house. E3.6.S3. Students will be able to ask about and tell the location of things in a house. E3.6.S4. Students will be able to talk about possessions.</p> | <p>Contexts Advertisements Conversations Illustrations Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a model house and describe it to their friends. • Students bring in advertisement cutouts and describe the rooms to their peers. |

3. SINIF / 3rd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|---|---|---|---|
| <p style="text-align: center;">7 In My City</p> | <p>Apologizing Sorry. So sorry. Sorry about that. I'm sorry. I'm so sorry.</p> <p>Talking about locations of things and people (Making simple inquiries) Where are you now? — At the museum. — In the classroom. Where is the zoo/park? — Over there. — I'm sorry. I don't know. Where is Stella now? — She's in Izmir. Where is the cat? — In the park.</p> <p>bank city/town/village hospital library market mosque museum school shopping center zoo</p> | <p>Listening E3.7.L.1. Students will be able to recognize the types of buildings and parts of a city. E3.7.L.2. Students will be able to follow short, simple and oral instructions about the types of buildings and parts of a city.</p> <p>Speaking E3.7.S1. Students will be able to talk about where buildings and other places are on a city map. E3.7.S2. Students will be able to talk about where people are. E3.7.S3. Students will be able to express apologies.</p> | <p>Contexts Advertisements Illustrations Lists Maps Notes and Messages Notices Posters Signs Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers</p> <p>Assignments • Students prepare a map of their city/town/village and describe it in groups.</p> |

3. SINIF / 3rd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|---|--|--|--|
| <p style="text-align: center;">8 Transportation</p> | <p>Talking about locations of things (Making simple inquiries) Where is the boat? — (It's) on the sea. — It's here/there.</p> <p>Asking and giving information about transportation How can I go/get to Istanbul? — You (can) go by plane/train/ boat/ bus/... — You (can) take a/the plane/ train/ boat/bus/...</p> <p>bike boat bus car helicopter motorcycle plane ship train</p> | <p>Listening E3.8.L1. Students will be able to recognize the types of vehicles. E3.8.L2. Students will be able to understand simple and short oral texts about transportation. E3.8.L3. Students will be able to follow short, simple and oral instructions about transportation.</p> <p>Speaking E3.8.S1. Students will be able to talk about where vehicles are. E3.8.S2. Students will be able to talk about the using of transportation vehicles.</p> | <p>Contexts Advertisements Captions Cartoons Conversations Illustrations Maps Signs Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster of transportation vehicles and hang them on the classroom walls. |

3. SINIF / 3rd GRADE

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

3. SINIF / 3rd GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|---|---|--|
| <p style="text-align: center;">10 Nature</p> | <p>Expressing likes and dislikes I like/love dolphins, but I dislike sharks.</p> <p>Making simple inquiries Are there four dolphins? — Yes, there are four dolphins. — No. There is one dolphin. — There are four dolphins/ trees in the sea/forest.</p> <p>Talking about nature and animals This/That/It is a frog. It's big and green. Is the whale red? — Yes, it is. — No, it isn't. — This whale/It is blue.</p> <p>bee, -s bear, -s dolphin, -s forest, -s frog, -s ladybird, -s mountain, -s pigeon, -s sea shark, -s whale, -s</p> | <p>Listening E3.10.L1. Students will be able to recognize nature and the names of animals. E3.10.L2. Students will be able to follow short, simple and oral instructions about nature and animals.</p> <p>Speaking E3.10.S1. Students will be able to talk about nature and animals. E3.10.S2. Students will be able to talk about the animals they like or dislike and the nature.</p> | <p>Contexts Advertisements Blogs Captions Cartoons Conversations Illustrations Maps Signs Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Reordering</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students complete and reflect on their visual dictionaries. • In groups, students prepare animal masks and color them. |

4. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

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

Temel Düzey Kullanıcı

Giriş veya Keşif Düzeyi (A1) Ortak Yeti Açıklamaları

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

4. SINIF / 4th GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|--|--|---|
| <p style="text-align: center;">1 Classroom Rules</p> | <p>Asking for permission Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now.</p> <p>Making simple requests Give me the book, please. — Sure/Of course. — Here you are. — Say that again, please.,</p> <p>Telling someone what to do Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in. The pencil, please.</p> <p>Naming numbers Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off</p> | <p>Listening E4.1.L1. Students will be able to understand short and clear utterances about requests. E4.1.L2. Students will be able to understand short and clear utterances about permission. E4.1.L3. Students will be able to recognize simple classroom instructions. E4.1.L4. Students will be able to recognize numbers from one to fifty.</p> <p>Speaking E4.1.S1. Students will be able to interact with their classmates through asking for and giving permission in short utterances. E4.1.S2. Students will be able to make requests by using simple utterances. E4.1.S3. Students will be able to give and respond to simple instructions verbally. E4.1.S4. Students will be able to count up to fifty.</p> | <p>Contexts Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a visual dictionary by including new vocabulary items. • Students prepare simple puppets and practise how to ask for and give permission. • Students prepare a poster of classroom rules with a list of simple instructions and visuals. |

4. SINIF / 4th GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|---|---|---|--|
| <p style="text-align: center;">Nationality 2</p> | <p>Identifying countries and nationalities Is s/he from Japan? — Maybe. Is s/he from Germany? — I think so. Where are you from? — I am from Turkey. Where is she from? — S/he is from France. Are you British? — No, I am not. Is s/he Russian? — Yes, s/he is. — No, s/he isn't. — I think so.</p> <p>Talking about locations of cities (Making simple inquiries) Where is Samsun? — It's in the north. Where is Antalya? — It's in the south. Where is Van? — It's in the east. Where is İzmir? — It's in the west.</p> <p>America/American Britain/British Germany/German France/French Japan/Japanese Russia/Russian Turkey/Turkish north/south/east/west</p> | <p>Listening E4.2.L1. Students will be able to recognize information about other people. E4.2.L2. Students will be able to identify different people's nationalities.</p> <p>Speaking E4.2.S1. Students will be able to talk about nations and nationalities. E4.2.S2. Students will be able to talk about locations of cities.</p> | <p>Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Maps Postcards Posters Rhymes Songs Tables</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> Students prepare finger puppets (of different nationalities) and practise short dialogues about countries and nationalities. |

4. SINIF / 4th GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|---|---|--|---|
| <p style="text-align: center;">3 Cartoon Characters</p> | <p>Expressing ability and inability Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can't. Can you speak English? —Yes, I can. S/he can ride a bike, but I cannot/can't. S/he can swim. I can read books in English. My hero can/can't ... Your cartoon character can/can't ...</p> <p>Talking about possessions (Making simple inquiries) This is her/his/my/your guitar. These are his/her/my/your books. Is this his/her/my/your ...? Are these his/her/my/your ...?</p> <p>carry catch climb a tree dive do puzzles drive jump fly play the guitar/the piano, etc. ride a horse speak take pictures</p> | <p>Listening E4.3.L1. Students will be able to get the main idea of a simple oral text about the abilities of the self and others. E4.3.L2. Students will be able to recognize possessions of others in a clear, short and slow oral text.</p> <p>Speaking E4.3.S1. Students will be able to talk about their own and others' possessions. E4.3.S2. Students will be able to deliver a simple, brief speech about abilities with an initial preparation.</p> | <p>Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching Making Puppets Questions and Answers Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students make puppets of heroes they prefer, describe their abilities and present them in groups. |

4. SINIF / 4th GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|--|---|---|
| <p style="text-align: center;">Free Time</p> <p style="text-align: center;">4</p> | <p>Expressing likes and dislikes I like reading/swimming. I dislike playing chess/ singing.</p> <p>Making simple inquiries Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don't.</p> <p>Asking for clarification Can you say that again, please? Pardon me? Say that again, please. Slowly, please.</p> <p>coloring book, -s drawing flying a kite playing with marbles ... chess ... table tennis ...football reading comics riding a bike watching cartoons swimming learning English</p> | <p>Listening E4.4.L1. Students will be able to understand the general information in an oral text about likes and dislikes.</p> <p>Speaking E4.4.S1. Students will be able to talk about their likes and dislikes. E4.4.S2. Students will be able to engage in simple conversations about likes and dislikes. E4.4.S3. Students will be able to ask for clarification in conversations.</p> | <p>Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Rhymes Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet Matching Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a questionnaire (find someone who...) to find out what other peers like and dislike. • Students prepare a chart illustrating their most popular free-time activities and hobbies in the classroom. |

4. SINIF / 4th GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|---|---|---|--|
| <p style="text-align: center;">5 My Day</p> | <p>Talking about daily routines I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night.</p> <p>Making simple inquiries What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home.</p> <p>Telling the time and days What time is it? days of the week at noon/night in the morning/afternoon —It's 7 o'clock/12 o'clock/3 o'clock. do homework get dressed go shopping ... to the playground ... to bed ... to school have a shower ... breakfast/lunch/dinner meet friends wake up wash</p> | <p>Listening E4.5.L1. Students will be able to understand the general and specific information in a short, oral text about daily routines. E4.5.L2. Students will be able to recognize the time in a short oral text.</p> <p>Speaking E4.5.S1. Students will be able to talk about their daily routines. E4.5.S2. Students will be able to talk about the time.</p> | <p>Contexts Advertisements Captions Cartoons Charts Conversations Fairy tales Illustrations Lists Notes and Messages Poems Postcards Posters Probes/Realia Rhymes/Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers Reordering Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a timetable showing what they do during the day and present their daily routines to their peers. • Students prepare a clock as a craft activity to practice time and numbers. |

4. SINIF / 4th GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|--|---|--|
| <p style="text-align: center;">Fun with Science 6</p> | <p>Giving and responding to simple instructions Plant it. Water it. Cut the paper. Don't cut it now! Fold it. Mix black and white, and you get gray.</p> <p>Making simple inquiries What is "science" in Turkish? What is "cover"? What is in the cup?</p> <p>Talking about locations Where is the brush? —It's in front of the bottle. —Behind the box. —Near that glass.</p> <p>box, -es brush, -es cover, -s cup, -s cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water</p> | <p>Listening E4.6.L1. Students will be able to understand and follow simple instructions. E4.6.L2. Students will be able to recognize phrases/descriptions about locations.</p> <p>Speaking E4.6.S1. Students will be able to give short and basic instructions. E4.6.S2. Students will be able to talk about locations of objects. E4.6.S3. Students will be able to ask and answer simple clarification questions.</p> | <p>Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Reordering</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster illustrating the steps of an experiment with simple instructions. |

4. SINIF / 4th GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|---|---|--|
| <p style="text-align: center;">Jobs 7</p> | <p>Describing what people do and expressing what people like What is your job? —I'm a doctor. I work at a hospital. —I'm a farmer. I like animals and I work on a farm. What does s/he do? What does s/he like? —She's a teacher, and she likes teaching children.</p> <p>Making inquiries Where does s/he work? —at the post office. —at the police station.</p> <p>actor, -s /actress, -es businessman, -men chef, -s dancer, -s doctor, -s farmer, -s fireman, -men nurse, -s pilot, -s policeman, -men policewoman, -women singer, -s teacher, -s vet, -s waiter, -s writer, -s</p> | <p>Listening E4.7.L1. Students will be able to identify other people's jobs and likes in a short, simple oral text.</p> <p>Speaking E4.7.S1. Students will be able to talk about other people's jobs and likes in simple conversations.</p> | <p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs Stories Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about people's jobs and where they work. • Students prepare a poster (with photos and drawings) about their parents and their jobs. |

4. SINIF / 4th GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|--|--|--|
| <p style="text-align: center;">My Clothes 8</p> | <p>Describing the weather (Expressing basic needs) What's the weather like? —It's rainy today. I need my umbrella. —It's windy. Put on/wear your coat. What's the weather like in Ankara in winter? —It's cold and snowy. Put on/wear your gloves.</p> <p>Making simple requests Can I borrow your umbrella? —Here you are. —No. Sorry, it's broken.</p> <p>Naming the seasons of the year It is ... autumn/fall spring summer winter</p> <p>boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers borrow put on wear</p> | <p>Listening E4.8.L1. Students will be able to understand short oral texts about weather conditions and clothing. E4.8.L2. Students will be able to recognize the names of the seasons and clothes in short oral texts.</p> <p>Speaking E4.8.S1. Students will be able to describe the weather conditions. E4.8.S2. Students will be able to name the seasons. E4.8.S3. Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. E4.8.S4. Students will be able to make simple request about borrowing.</p> | <p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Poems Postcards Posters Rhymes Signs Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers Reordering Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a seasonal weather chart/table and classify the clothes they wear under the corresponding seasons. • Students make puppets with seasonal clothes and describe them to the peers. |

4. SINIF / 4th GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|--|--|--|--|
| <p style="text-align: center;">My Friends 9</p> | <p>Describing people (Making simple inquiries) —Does s/he have blonde hair? —What does s/he look like? —She is tall and slim. —He is young and thin. —He has dark hair.</p> <p>Talking about possessions I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very long.</p> <p>bald beard beautiful blonde curly/dark/straight/wavy/short/long hair handsome moustache short/tall slim thin young/middle aged/old</p> | <p>Listening E4.9.L1. Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). E4.9.L2. Students will be able to understand short, oral texts about possessions.</p> <p>Speaking E4.9.S1. Students will be able to describe their friends and other people (family members, teachers, etc.). E4.9.S2. Students will be able to ask and answer questions about other people's physical characteristics. E4.9.S3. Students will be able to talk about possessions.</p> | <p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Poems Posters Probes/Realia Rhymes Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Making Puppets Matching Questions and Answers Storytelling Synonyms and Antonyms</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a poster about a friend or a family member and describe him/her by using simple phrases. • Students work in pairs. One student describes his/her favorite actor/singer (e.g., Her/his hair is curly. S/he is tall and thin.) and the other student draws a picture based on the description. |

4. SINIF / 4th GRADE

| Unit / Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|---|--|--|--|
| <p style="text-align: center;">10 Food and Drinks</p> | <p>Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I'm full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later.</p> <p>Expressing basic needs and feelings (Making simple inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I'm not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn't.</p> <p>bread butter cheese coffee cupcake, -s fish and chips honey lemonade marmalade milk olive, -s pasta salad soup tea yoghurt now/later</p> | <p>Listening E4.10.L1. Students will be able to recognize simple words and phrases about food and drinks. E4.10.L2. Students will be able to understand the offers about their basic needs. E4.10.L3. Students will be able to identify others' needs and feelings in simple oral texts.</p> <p>Speaking E4.10.S1. Students will be able to talk about their basic needs and feelings. E4.10.S2. Students will be able to express their feelings and their needs.</p> | <p>Contexts Advertisements Captions Cartoons Conversations Coupons Illustrations Lists Menus Posters Probes/Realia Rhymes Signs Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students complete and reflect on their visual dictionaries. • Students design a menu for an imaginary restaurant by using drawings and visuals. |

APPENDIX 2

İNGİLİZCE ÖĞRETİM PROGRAMI'NIN UYGULANMASINA DAİR ÖNEMLİ HUSUSLAR

Sınıftaki öğrenme ortamımız aşağıdaki iletişimsel özelliklere dayandırılmaktadır:

- İletişim mümkün olduğunca İngilizce yürütülür.
- İletişim gerçek anlam oluşturmaya odaklıdır.
- Öğrenciler gerçek yaşamda o dili konuşan ülkelerdeki insanlar gibi dinleme ve konuşma eylemlerinde bulunurlar.
- Öğrenciler gelişen İngilizce becerilerini öğrenmenin her alanında kullanırlar.
- Öğrenciler görsel ve işitsel araçlar yardımıyla hedef dilde kullanılan yapı ve sözcüklerle sürekli olarak karşılaşılırlar.
- Öğrenciler dili, el işleri, tüm bedensel tepki ve drama etkinlikleriyle eğlenceli bir şekilde kullanırlar.
- Öğrenciler İngilizce öğrenirken kendi ana dillerine de saygı duyar ve ana dillerini, gelişimlerinin önemli bir parçası olarak görürler.
- Ana dilin kullanımı yasaklanmaz ve engellenmez. Ana dili gerektiğinde kullanılır (Örneğin karmaşık yönergeler verirken, zor yapıları açıklarken).
- Öğrenciler kendilerini jest, mimik gibi olumlu pekiştiricilerle “anlayan” öğretmenler tarafından desteklenir ve yönlendirilirler.
- Öğretmenlerin sınıfta bulunma nedeni İngilizce (ve gerekirse Türkçe) iletişim kurmalarıdır.
- Öğrenmenin amacı belirli bir zaman aralığında Öğretim Programı'ndaki konuları işleyip bitirebilmek yerine kurulan iletişimi derinleştirmeye çalışmaktır.
- Öğrenciler iletişim kurarken hata yapmaları hâlinde uyarılmaz ve düzeltilmez. Öğretmenler iletişimin devamlılığına odaklanarak öğrencilerin hatalarını daha sonra düzeltirler.
- Öğrenciler daha önceki derslerde karşılaştıkları işlev ve bilgileri tekrar tekrar kullanırlar ve böylece bilgi ve becerilerini taze tutarlar.
- Öğrenciler kendilerini zorlayan ama yapılabılır etkinliklerin üstesinden başarıyla gelerek motivasyonlarını artırırılar.
- Öğrenciler okul içinde ve dışında paylaşılacak ürünler ortaya koyarlar.
- Veliler sürecin bir parçası olmaları için cesaretlendirilirler ve veli toplantıları aracılığıyla çocuklarının öğrenme sürecinden haberdar olurlar.
- Öğrenciler “bir dil hakkında bir şeyler öğrenmek” yerine “o dille bir şeyler yaparak” İngilizce iletişim becerilerini geliştirirler.
- Kitap yazarlarının ve materyal geliştirme uzmanlarının Öğretim Programı'nda bahsedilen değerlere ve temel yeterliklere bağlam tercihlerinde yer vermeleri gerekmektedir.
- Kitap yazarlarının ve materyal geliştirme uzmanlarının Öğretim Programı'nda bahsedilen değerleri ve temel yeterlikleri ders materyallerinde örtük bir biçimde sunmaları gerekmektedir.

APPENDIX 3

2 VE 3. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI - UYGULAMA ÖNERİLERİ

- Bilinenden bilinmeyene doğru gidiniz. Özellikle Türkçe ve İngilizcede ortak olan sözcüklerden yararlanarak derse başlayınız (Örneğin doctor, zebra, lemon vb.). Çocukların sevdiği ve bildiği medya ve kültür öğelerine de öncelik veriniz.
- Çocuklara İngilizcenin kolay ve çok zevkli olduğunu hatırlatınız.
- Çocukların yaptıkları hataları anında düzeltmeyiniz. Ancak bu hataları not ederek ve kendiniz doğrusunu sık sık kullanarak sınıfa hatırlatınız.
- 2. Sınıf Öğretim Programı'nda gerek sözcük gerekse yapı çeşitleri en az seviyede tutulmuştur. Bunun iki temel nedeni vardır. Birincisi, öğrencilere yaptırılan etkinliklerle İngilizceyi sevdirek motivasyonlarını ve dile olan ilgilerini artırmaktır. İkincisi ise içerikten çok iletişime ağırlık vermektir. Dolayısıyla derslerde etkinlikler eğlenceli ve öğretici geçiyorken öğrencilerle soru-yanıt ve tekrar kullanım yoluyla iletişim kurmaya gayret ediniz.
- Öğretim Programı sarmal olarak düşünülmesi ve öyle uygulanmalıdır. Öğrencilerin önceki öğrenmelerini hatırlatınız ve öğrenmelerin kalıcılığını desteklemek için daha önceki etkinlik şarkı ve kelimeleri kullanınız.
- Öğrencilere sık sık evlerinde ailelerine öğrendikleri şarkıları söylemelerini öneriniz. Velilerle görüşerek çocuklarını yüreklendirmelerini ve onları takdir etmelerini hatırlatınız.
- İngilizce konuşurken “headlines” kullanmaya özen gösteriniz (Bir fikri veya mesajı iletmek için yalnızca birkaç içerik sözcüğünü kullanmak ki çoğunlukla nesnelere vurgu ve tonlama ile zenginleştirilerek isimlendirilmesi yoluyla olur.). Örneğin

Are you thirsty? “Water?” / Are you having fun “Fun?”

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

- 2 ve 3. Sınıf Öğretim Programlarında 4 temel beceriden okuma ve yazma öğretimi geliştirilmesi gereken hedefler arasında değildir. Öğrencilerin İngilizce defterleri olmamalıdır. Öğrenciler şarkı sözlerini dinleyerek ve tekrar ederek öğrenmelidir. Şarkı sözlerini veya sözcükleri öğretmek için okuma ve yazma yolu seçilmemelidir.
- Öğretmenin sesli okuması bu düzey öğrenciler için ilgi çekicidir. Onlara şarkı sözlerini dahi dramatizasyon ve jest-mimik kullanarak, tonlayarak, taklit ederek ve vurgulamalara dikkat ederek okuyunuz.
- Üniteler/temalar arasında geçiş akıcı olmalıdır. Her ne kadar sırayla gidilecek olsa da bir sonraki ünite/tema önceki ünite/temada öğrenilenlerle ilişkilendirilmeli ve böylece birbirlerine entegre edilmelidir.
- Kültürel farkındalıklara dikkat ediniz. Bunu yaparken eğitimsel ve kültürel olarak çocuklarda yanlış davranış ve alışkanlıklar oluşturabilecek etkinlik ve hareketlerden uzak durunuz.